2018–2019

Integrating Excellence in Teaching and Learning

Welcome to Schoolcraft.
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Schoolcraft
College

Schoolcraft College

Integrating Excellence in Teaching and Learning

Operations, Curriculum and Assessment (OCA) welcomes you to Schoolcraft College! There is a wide range of information in this handbook that you will find valuable throughout your career at the College so please keep it handy for future reference. This resource includes information about the following topics:

1. Course Management

2. Teaching and Learning

3. Other Resources

Contact: Operations, Curriculum & Assessment
734-462-4419 | Grote Center, Room 250
oca@schoolcraft.edu | www.schoolcraft.edu/oca

To aid you with navigation of this resource, you will see the letter icons found here next to many section titles. In some cases more than one icon will appear.
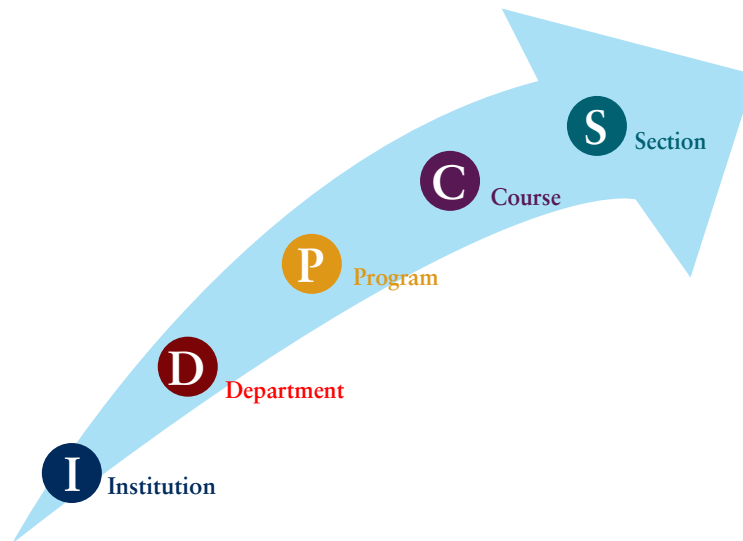
I **Institution:** This icon is placed next to material that is driven at the institution level and pertains equally to all courses on campus.

D **Department:** This icon indicates material that pertains to ALL courses within a department.

P **Program:** This icon indicates material that pertains to all Program Specific departments.

C **Course:** This icon refers to material that applies to ALL sections of a single course.

S **Section:** This icon indicates information that is unique to a specific section of a course.

An electronic copy of this document can be found on WebAdvisor.
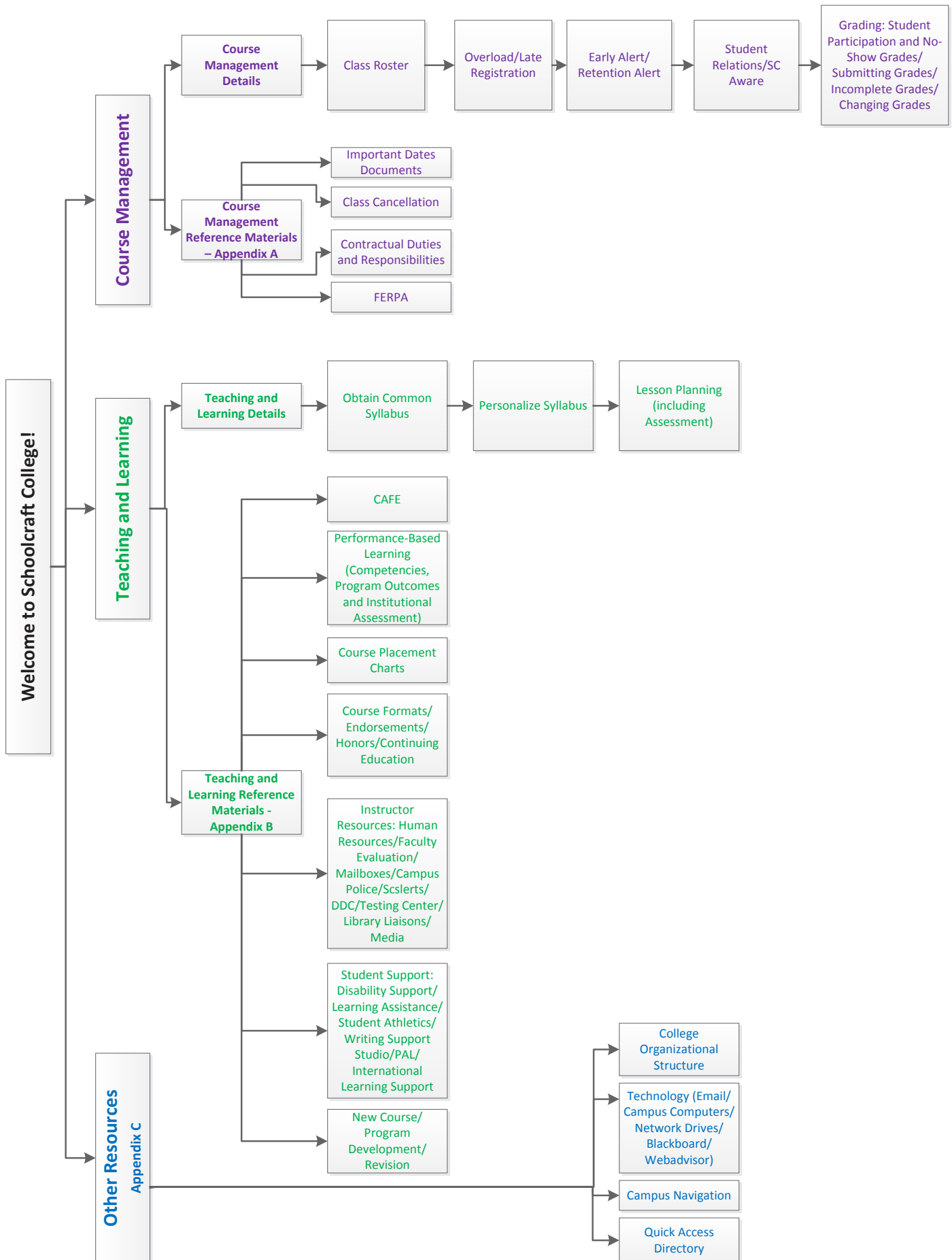
Graphical Representation of Contents

Welcome to Schoolcraft College!

Course Management

Course Management Details → Class Roster → Overload/Late Registration → Early Alert/Retention Alert → Student Relations/SC Aware → Grading: Student Participation and No-Show Grades/ Submitting Grades/ Incomplete Grades/ Changing Grades

Course Management Reference Materials – Appendix A
- Important Dates Documents
- Class Cancellation
- Contractual Duties and Responsibilities
- FERPA

Teaching and Learning

Teaching and Learning Details → Obtain Common Syllabus → Personalize Syllabus → Lesson Planning (including Assessment)

Teaching and Learning Reference Materials - Appendix B
- CAFE
- Performance-Based Learning (Competencies, Program Outcomes and Institutional Assessment)
- Course Placement Charts
- Course Formats/ Endorsements/ Honors/Continuing Education
- Instructor Resources: Human Resources/Faculty Evaluation/ Mailboxes/Campus Police/Scslerts/ DDC/Testing Center/ Library Liaisons/ Media
- Student Support: Disability Support/ Learning Assistance/ Student Athletics/ Writing Support Studio/PAL/ International Learning Support
- New Course/ Program Development/ Revision

Other Resources
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- College Organizational Structure
- Technology (Email/ Campus Computers/ Network Drives/ Blackboard/ Webadvisor)
- Campus Navigation
- Quick Access Directory

Table of Contents

Course Management

Managing your course is an important part of your teaching responsibility. This section of the handbook contains details about:

- Obtaining a class roster
- Understanding the process for overloads and late registration
- Engaging the Early Alert System and Student Relations team
- Grading

Many of the documents/tools needed can be found on WebAdvisor. See the section in this handbook on *Technology* to learn how to log into this resource. A screenshot of some important sections is shown here.

Additional details on course management can be found in Appendix A. These include:

- Utilizing the Important Dates documents
- Process for class cancellation
- Understanding contractual duties and responsibilities
- Applying FERPA

S Class Roster

Class rosters can be found on WebAdvisor: *WebAdvisor > Faculty Menu > Faculty Information > Class Roster.* Class rosters should be accessed and printed weekly during the semester as students are dropped due to non-payment throughout the term. Students should not be in your campus or virtual classroom if they do not appear on your class roster. They should be asked to go to the Registration Center office to resolve the conflict. A registration receipt is NOT proof of enrollment; they must appear on your roster. If using Blackboard in your course, students who do not appear on your class roster should be made inactive in the grade center.

A feature in the *Faculty Information* section of WebAdvisor is the ability to directly email students using WebAdvisor, under *Email from Class Roster.*

S Overload/Late Registration

After the term has started and you have held your first class session, or if your section is full, students will not be allowed to register for that class unless they submit an *Overload/ Late Registration* form. Alternatively, you may email registration@schoolcraft.edu from your Schoolcraft account giving permission. Students have two business days in which to register once permission is given. It is up to the individual instructor to decide whether or not to allow overloads or late registration in his/her classroom. However, it may be important to ensure that seating is available in the assigned spaces, especially in the laboratory setting, before overloading a class. The student may bring a copy of the form to you for your signature, or it can be found here: *Web Advisor > Faculty Menu > Faculty Forms > Forms for College Credit Instructors > Permission to Overload/Late Entry.* An electronic alternative is also available.

Faculty - WebAdvisor for Faculty Menu

The above links may display confidential information.

Faculty Information

Grading
No Show (NS) Grade Reporting FAQ
Grading Help - At A Glance
My Contributions To Cases
Contribute Retention Info
Academic Calendar
Class Roster
Email from Class Roster
Ferpa Reminders
My Class Schedule
Search for Classes

Faculty Forms

Forms for College Credit Instructors
Forms for CEPD Instructors
Faculty Professional Reimbursement Forms

S Early Alert/Retention Alert

Faculty members use the Early Alert system to report students that are academically at- risk. Faculty should focus on weeks 3-5 for a 15 week course and weeks 1-3 for 12 and 7 week courses. Faculty can use early alert throughout the semester, but if the Student Relations Office provides outreach to the student sooner than later, the student has more time to improve and get back on track to be successful.

Report students who:

- Do not attend class during week 1, 2, or 3
- Do not log into their online class in week one
- Do not attend orientation to begin their OE/OE course
- Earn a 70% or below on their first assessment (exam, quiz or homework)
- Do not complete their first assignment or exam
- Do not complete module 1 of OE/OE within a reasonable amount of time
- Were attending or participating in their course and then suddenly miss class without notifying the instructor
- Are on the cusp of passing or cannot earn a passing grade, and the last day to withdraw is 2-3 weeks away

Faculty Information

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Contribute Retention Info
Academic Calendar
Class Roster
Email from Class Roster
Ferpa Reminders
My Class Schedule
Search for Classes

Resources / Useful Links

BlackBoard
Bookstore
Computer Labs
Early (Retention) Alert Video Tutorial
Grade Information
Payment Information
Will My Credits Transfer?
NBC Learn
SC Mail
SC aware
SC College Catalog

You can access the Early Alert/Retention Alert system in Webadvisor > Faculty Menu > Faculty Information > Contribute Retention Info. A short video regarding more details of how the system works can be found on Webadvisor > Faculty Menu > Resources/Useful Links > Early (Retention) Alert Video Tutorial.

I S Student Relations

The Student Relations Office is located in the McDowell Center. The main elements the team focuses on are:

- Oversight of the SC aware reporting system and the Campus Awareness Response and Education (CARE) team.
- Title IX, Clery Act & other compliance
- Student Code of Conduct enforcement and due process
- Handling student appeals from the Academic Matters and Extenuating Circumstances processes.
- Working with students and instructors when a student experiences a significant life event to see if incomplete grades or other alternatives can be arranged so that students can complete their courses.

Faculty should use the SC aware system to report any type of concerning/ disruptive behaviors such as:

- You notice a marked change in a student's demeanor or hygiene habits
- You receive disturbing written material as part of a classroom assignment
- The student shares with you that he/she was sexually assaulted or is in a domestic violence situation

Faculty should also use SC aware to report any potential Student Code of Conduct violations including academic integrity issues such as cheating and plagiarism. It is important for the college to be notified of

these items even if the faculty member has addressed the matter in the classroom. This helps the CARE team identify patterns of behavior that may exist.

The CARE Team coordinates outreach to students in need of support, and meets regularly to discuss matters related to campus climate and safety. The team includes representatives from several areas in Student Services, Human Resources, Instruction, and the Schoolcraft College Police Department Members of the CARE team may reach out to faculty members to get more information as needed. For instance, the CARE team may need to know more about a student's grades, academic performance, classroom participation, etc.

Faculty members may ask a disruptive student to leave class for one class meeting (or the remainder of a class meeting) if the disruption persists. Beyond that, students are entitled to due process under the Code of Conduct and the Student Relations Office will determine if they are able to return to class.

CARE team members are trained and experienced in risk assessment. When team members work with a student, they consider the level of risk the individual poses for disruptive behavior, harm to others, and harm to self. These factors are critical in decisions about whether or not a student is allowed to continue attending class, access campus resources, or even be on campus.

SC aware can be accessed through the link at the bottom of the Schoolcraft College website www.schoolcraft.edu/scaware or through the faculty page on Webadvisor.

Grading

S Student Participation and Submitting No-Show (NS) Grades

Taking regular attendance and monitoring missed assignments/class work allows you to connect students with other services on campus which may be able to assist when a student is having difficulties that could be impacting their ability to progress; and, it allows you to report the last date of attendance or participation. This is required if a student receives a 0.0 grade in your course, as this information is necessary for federal and other reporting purposes, as well as some student services like the Veterans Center.

Modality	A "No Show" (NS) Grade should be issued if BY THE END OF WEEK 3
Traditional	Student did not attend at all.
Online	Student did not submit any assignment.
OE/OE	NS grades are NOT submitted at the end of week 3 for OE/OE students only.
Hybrid	Student did not attend at all or did not submit any assignment.

A "No Show" (NS) grade must be submitted for any student who has not attended classes by the end of the third week for every section of course that you teach. This date may vary if you teach multiple classes that have various start times, such as a 15-week course or a late starting 7-week course. Each of these courses will have their own (NS) grade deadline, so be sure to check the "Important Dates" document for the submission dates for all NS grades. When an NS grade is entered, this grade will immediately appear on the student's transcript and the course will be removed from the student's schedule in WebAdvisor. In addition, as soon as you make the student unavailable in your Blackboard section, they will be unable to access the course material. Any financial aid award that had been originally conferred will be adjusted according to the newly determined award that is appropriate.

As the No Show (NS) grading policy has changed recently, there is a No Show (NS) Grade Reporting FAQ found here: Webadvisor > Faculty Menu > Faculty Information No Show (NS) Grade Reporting FAQ.

ⓢ Submitting Final Grades

Each discipline has selected a grading scale (sample shown here). Please consult your common syllabus for your discipline's scale. Instructors in all modalities use WebAdvisor to enter their students' final course grades. It is important that grades are submitted on time. In addition, if you enter a grade of 0.0 for any student, you will be required to also enter the "Last Date Attended" for that student before you can submit/post grades.

Grading deadlines are available through the Important Dates Link in the College Credit Instructors section of WebAdvisor. Instructions for how to enter grades can be found here: WebAdvisor > Faculty Menu > Faculty Information > Grading Help – At A Glance. To enter your final grades go here: WebAdvisor > Faculty Menu > Faculty Information > Grading.

ⓢ Incomplete Grades

An incomplete or "I" grade can be issued to a student at your discretion if a student cannot meet the normal deadlines within the term.

In the past it was required that the "majority of the work" be complete or that the student was already passing the course before an "I" can be issued. This is no longer the case, please use your discretion. In addition, remember that students who are pregnant must receive appropriate accommodations under Title IX.

The issuance of an "I" grade requires an expiration date by which the work is to be completed. Once the work is completed, you must submit a Change of Grade form to convert the "I" grade to that of the grade that was earned. If the work is not completed by the date entered into WebAdvisor, the "I" grade will automatically convert to a 0.0. A form is available to document the agreement between the faculty and student, if desired, but is not required. The form can be found here: *Web Advisor > Faculty Menu > Faculty Forms > Forms for College Credit Instructors > Incomplete Grade Form.*

S Change of Grade Form

You may change a student's grade after it has been submitted. If more than one year has passed since the grade was issued, it must be approved by the Vice President and Chief Academic Officer. The form can be found here: *Web Advisor > Faculty Forms > Forms for College Credit Instructors > Change in Grade.*

Sample Grading Scale • Please consult your common syllabus for your discipline's grading scale.

100 Grading Scale

	100	4.0			74	2.4
	99-95	3.9			73	2.3
	94-91	3.8			72	2.2
	90-89	3.7			71	2.1
	88	3.6		Average	70	2.0
Excellent	87	3.5			69	1.9
	86-84	3.4			68	1.8
	83	3.3			67	1.7
	82	3.2			66	1.6
	81	3.1		Below Average	65	1.5
Very Good	80	3.0			64	1.4
	79-78	2.9			63	1.3
	78	2.8			62	1.2
	77	2.7			61-60	1.1
	76	2.6		Poor	59-58	1.0
Good	75	2.5		Unacceptable	57 & Below	0.0

Teaching and Learning

College instructors come from varied backgrounds. Some possess training in pedagogy where others have no formal teacher education or teaching experience. This part of the handbook, and much of the appendix, includes valuable information to get you started in the development of rich lesson plans and assessments. Information in this section includes how to:

- Access your syllabus
- Personalize your syllabus
- Plan your lessons/assessments

Additional information to aid you in course development and support can be found in Appendix B. This information includes:

- Utilize the Center for Academic and Faculty Excellence (CAFE)
- Explore Performance-Based Learning
- Explore Course Placement Charts
- Discover Course Formats/Endorsements/Honors/ Continuing Education
- Utilize Faculty Resources – Human Resources, Faculty Evaluations, Mailboxes, Campus Police, SC Alerts, DDC, Testing Center, Library Services, Media
- Understand options for Student Support – Disability Support Services, Learning Assistance Center, Student Athletics Support System, Writing Support Studio, Peer Assisted Learning, International Learning Support
- Initiate New Course/Program Development/Revision

C The Common Syllabus

Every course at Schoolcraft College has a Common Syllabus *(Course Outcomes Summary)*. The Common Syllabus contains the general course information that all sections of a course have in common. You can access it on WebAdvisor. The link for WebAdvisor is at the top of the main page of the Schoolcraft website. After logging in to WebAdvisor (instructions can be found in the "Technology" section), access the *Faculty* menu. Under the *College Credit Instructors* heading, choose *Common Syllabus,* and find your course. Clicking on your course will download the Common Syllabus for your course as a Word Document for you to personalize. In addition, on campus it can be found on the M:drive: *M:\ Curriculum Development\[Common Syllabus]CURRENT (Active) Semester.*

The most updated version of the Common Syllabus is typically available six weeks prior to the end of the previous semester. **Please download your syllabus each term as it is possible that the language in the document has changed during that time frame.** After you have obtained this document, you may personalize it for your section of the course being mindful of compliance with the requirements of the Common Syllabus. Information about which parts of the Common Syllabus you may change are provided on the next page. Detailed guidance can be found in the presentation entitled "Assistance with Personalizing Your Syllabus." Copies of the slides and notes can be found in this publication.

> **Quick Tip**
>
> The departmentally approved Common Syllabus will typically be available on WebAdvisor and the M:Drive on campus for your personalization 6 weeks prior to the end of the previous semester. Your Personal Syllabus must be submitted to your Instructional Administrator within one week of the semester start for traditional classes.

For traditional classroom courses, an electronic copy of your personal syllabus is due to your Instructional Administrator's office within one (1) week of the semester start. For Online or Open Entry/Open Exit classes, adhere to the deadlines and procedures for submitting your syllabus that will be distributed to you each term. Please adhere to the personalization guidelines (shown in the graphic entitled "What part of the Common Syllabus can I edit for my section?") or it will not be accepted.

S What part of the Common Syllabus can I edit for my section?

Every course at Schoolcraft College has a Common Syllabus that includes institutionally and departmentally approved language (known as Common Language). In the table below you can see the fields in the Common Syllabus that can be personalized for your section level syllabus. *Shaded fields on the table below indicate no editing is permitted.* Other sections show the approved personalization.

	Section Level Syllabus
Course Number	
Course Title	
Course Description	
Types of Instruction	
(Credits and Lecture/Lab Hours)	
Prerequisite/Co-requisite/Recommend	
Textbooks	*Consult Department Textbook Policy*
Learner Supplies	*Add only*
Core Abilities	
Competencies	
Academic Integrity	
Additional Services	
Class Cancellation	
Faculty and Off-Site Supervisor Responsibilities	*Add only*
Important Dates	*Can be personalized*
Methods of Instruction	
Missed or Late Assignments	*Can be personalized*
Non-Discrimination Policy	
Student Responsibilities	*Add only*
Success in Your Course and Program of Study	
Course Specific Information	*Add only*
Grading Rationale/Determination of Final Grade	*Should be personalized to reflect your grading criteria, but must remain in compliance with department language. The determination of final grade should also be personalized to reflect the grading policy in compliance with department language.*
Grading Scale	*Consult Department Grading Scale Policy*
Schedule	*Should be personalized to reflect section-level assignments/ assessments and associated due dates, but must remain in compliance with department language and include all major assessments from the Grading Rationale.*
Updated by Curriculum Committee	
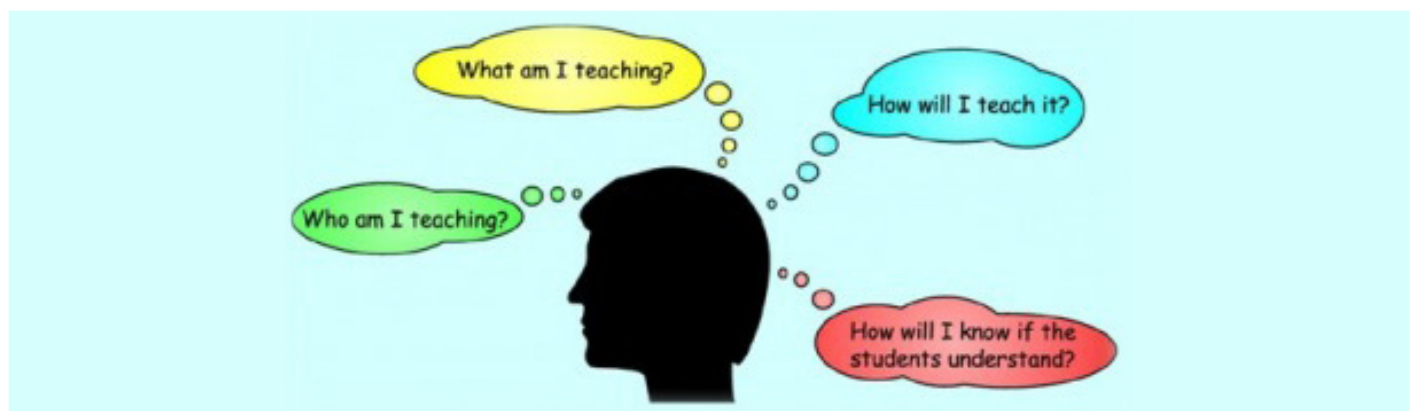
Ⓢ Assistance with Personalizing Your Syllabus

"Personalizing Your Syllabus," brought to you by the Center for Academic and Faculty Excellence, is a video presentation available at: U:\CAFE (Center for Academic & Faculty Excellence), http://tinyurl.com/ycfwlfvy.

The syllabus is a place where you not only communicate your expectations and policies to your students, but it is an opportunity to engage them in their future learning.

The syllabus can offer students:

- The outcomes they can expect when they are successful and how they can use this information for their future goals and accomplishments, and

- A glimpse into the activities that will be a part of the class, such as how they will be involved in the learning process and how they will know they are making progress toward a successful semester

The Center for Academic and Faculty Excellence, also known as the CAFE, can help you with this and other aspects of teaching and learning.

Ⓒ Ⓢ Learning Plans

A learning plan outlines the methods you will use to introduce a topic, teach the material, have students practice the information, and how students will be assessed. Please integrate all three levels of assessments (Competencies, Program Outcomes and Core Abilities as discussed in Appendix B) into your learning plans. For example if your competency reads: "Explain the causes of the weather fluctuations in Michigan," the assignments related to this competency may offer the opportunity to both teach and assess the Core Ability "Demonstrate Creative and/or Critical Thinking." Guiding questions can be found below. Please contact the OCA if you would like further assistance.

Learning Plan Guiding Questions

When preparing for your class, consider the following guiding questions.

- **What are you trying to have the students learn?**
  Competencies, Program Outcomes, Core Abilities, External Standards

- **Generally, how will you know they have learned it?**
  Performance Assessment Strategies

- **Where are the students starting?**
  Student Readiness

- **What do students need to know?**
  Skills, Knowledge, Attitudes

- **What steps do they have to take to develop their understanding?**
  Learning Objectives

- **How are you going to achieve each of the steps?**
  Learning Plans

- **What learning strategies might engage the student and carry the message?**
  Learning strategies are the methods you use to facilitate student learning. Some examples include methods of note taking, graphic organizers, think-pair-share, etc.

- **How will you introduce the learning?**

- **How will students practice and achieve the intended learning?**

- **How does the assessment of their performance demonstrate their learning?**
  Performance Assessment Tasks and Scoring Guides

Ⓒ Ⓢ Rubrics

A rubric is a detailed guide that specifies certain criteria and/or processes required of a performance assessment. In short, "What" the student needs to do and "How" to do it well.

There is a large body of educational research showing the importance of using rubrics in your classroom. Rubrics specify the required criteria and/or processes and are beneficial to both the instructor and the student. Students who are given rubrics to critique their work feel less stress when turning in an assessment and tend to perform better when the expectations are specific.

The following steps are suggested in the development of a rubric (Adapted from Wolf, K., & Stevens, E. (2007). The Role of Rubrics in Advancing and Assessing Student Learning. The Journal of Effective Teaching. 7(1), 3-14.):

1. Identifying performance criteria
   a. *Three to six key features*
   b. *Should be measurable and observable*
   c. *Could allow students to assist in identifying these criteria*
2. Identify the performance levels
   a. *Fewer levels for summative assessments*
   b. *Example: Met or Not Met; Proficient, Partially Proficient, Not Proficient*
3. Create performance descriptions
   a. *Provide explicit description of each level*

Examples of traditional rubrics are shown here. Please let the OCA know if you would like help with rubric development or usage.

An example from Carnegie Mellon University that may be used for assessing a writing assignment:
www.cmu.edu/teaching/assessment/examples/index.html

	Sophisticated (A)	Very Competent (B)	Fairly Competent (C)	Not Yet Competent (D)
Accuracy (Grasp of readings)	Paper represents the authors' ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author's argument(s).	Paper represents the author's ideas, evidence and conclusions accurately.	Paper represents the authors' ideas, evidence and conclusions accurately but not sufficiently clearly. Minor inaccuracies.	Paper misrepresents the authors' ideas, evidence and/or conclusions. Major inaccuracies. Or does not distinguish between major ideas and less relevant points.
Argument(Depth of analysis)	Paper fully meets requirements of assignment. Explores implications of chosen ideas for the arts in classical Greece or today in thoughtful and/or original ways. Makes convincing case for why selected key ideas connect (or contradict) two texts, and/or connect (contradict) texts and lectures.	Paper fully meets the requirements but does not exceed them. Makes good case for why selected key ideas connect (or contradict) two texts, and/or connect (contradict) texts and lectures.	Paper does not address some aspects of the assignment. Makes somewhat unconvincing case for why selected ideas connect (contradict) two texts, and/or connect (contradict) texts and lectures.	Paper does not address the assignment. Selects minor rather than key ideas, and/or does not show why the selected ideas connect (or contradict) texts, and/ or connect (contradict) texts and lectures.
Clarity	Consistently precise and unambiguous wording, clear and lucid sentence structure. All quotations are well chosen, effectively framed in the text and explicated where necessary.	Mostly precise and unambiguous wording, mostly clear sentence structure. Mostly effective choice of quotation. Mostly effective framing and explication of quotation where necessary.	Imprecise or ambiguous wording. Confusing sentence structure. Poorly chosen quotations, or ineffective framing and explication of quotations.	Consistently imprecise or ambiguous wording, confusing sentence structure. Quotations contradict or confuse student's text. Quotations used to replace student's writing.
Presentation	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins),written in full sentences. Quotations are all properly attributed and cited in a consistent style. Virtually no spelling or grammatical errors.	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins),written in full sentences. Quotations are all properly attributed and cited in a consistent style. A few minor spelling or grammatical errors.	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Some improperly attributed quotations and/or inconsistent citation style. A number of spelling or grammatical errors.	Paper is poorly or incorrectly formatted, not written in full sentences. Many improperly attributed quotations or inconsistent style of citation. Many spelling or grammatical errors

An example from the National Science Teachers Association that may be used for assessing a lab assignment: www.nsta.org

	4	3	2	1	0
Introduction	Background information is researched and cited. Hypothesis is stated in "If…then…" format and explained.	Background information is researched and cited. Hypothesis is stated but not explained and not in "If…then…" format.	Background information is vague or brief. Hypothesis is stated but not explained and not in "If…then…" format.	Background is vague or brief, hypothesis is vague, or background or hypothesis is missing.	No introduction is presented.
Materials and Methods	Materials and amounts are identified. Steps are easy to follow and in paragraph form.	Materials are mentioned but without amounts. Steps are easy to follow and in paragraph form.	Materials are mentioned but without amounts. Steps are vague but in paragraph form.	Doesn't provide enough information to represent an experimental procedure.	No materials or methods described.
Data	Data is complete and relevant. Tables are easy to read and units are provided. Graphs are labeled and show trends. Questions are answered completely and correctly.	One component of data incomplete: _____ Tables _____ Graphs _____ Questions	Two components of data incomplete or one missing: _____ Tables _____ Graphs _____ Questions	Data is brief and missing significant pieces of information.	No data reported.
Conclusion	Conclusion summarizes experiment, cites data, addresses hypothesis, and cites sources of error.	One component of conclusion missing: _____ Summary _____ Data _____ Hypothesis _____ Errors	Two components of conclusion missing: _____ Summary _____ Data _____ Hypothesis _____ Errors	Conclusion is brief and is missing significant pieces of information.	No conclusion present.
Report Quality	Report is well organized and cohesive and contains no mechanical errors. Presentation seems polished.	Report is well organized and cohesive but contains some spelling or grammatical errors.	Report is somewhat organized with some spelling or grammatical errors.	Report contains many errors.	No attention to detail evident.

Quick Tip

Students who are given rubrics to critique their work will feel less stress when turning in an assessment and tend to perform better when the expectations are specific.

Appendix A: Course Management Reference Material

Ⓘ Fall 2018 Important Dates

www.schoolcraft.edu/registration/make-note/important-dates

FALL 2018 IMPORTANT DATES		
Web Registration Begins	Saturday	March 31, 2018
Last Day for Address Changes (*that Impact Tuition Rates*)	Monday	September 24, 2018
Commencement	Saturday	May 4, 2019

Students earning degrees or certificates must apply for graduation on or before the last day of the semester in which the requirements are met.

FALL 2018 REPORTING DEADLINES! DUE BY NOON			GRADES AVAILABLE TO STUDENTS
1st 7-week grades	Thurs	October 18	Grades immediately available after submission by instructor
1st 12-week grades	Wed	November 28	
Final Grades: 15-week 2nd 7-week 2nd 12-week	Wed	December 19	

Grades for classes held in durations other than 7, 12 or 15 weeks in length must be submitted 2.5 business days after the last day of class. The deadline will be noon.

Duration	Classes Begin	Last Day for Schedule Adjustment/Refund	NS (No Show) Grades Due by Noon	Last Day for "W"	Last Day of Class
CLASS DATES – 7-week, 12-week and 15-week					
15-week	Mon Aug 27	Wed Sept 5	Tues Sept 18	Mon Nov 5	Sun Dec 16
1st 7-week	Mon Aug 27	Mon Sept 3	Tues Sept 18	Mon Oct 1	Mon Oct 15
1st 12-week	Mon Aug 27	Tues Sept 4	Tues Sept 18	Mon Oct 22	Mon Nov 19
2nd 12-week	Tues Sept 18	Wed Sept 26	Tues Oct 9	Mon Nov 12	Sun Dec 16
2nd 7-week	Tues Oct 23	Tues Oct 30	Tues Nov 13	Mon Nov 26	Sun Dec 16
CLASS DATES – Exceptions					
17-week	Mon July 16	Wed July 25	Tues Aug 7	Wed Sept 26	Fri Nov 9
14-week	Tues Sept 4	Wed Sept 12	Tues Sept 25	Wed Oct 31	Sun Dec 16
9-week	Mon Sept 10	Mon Sept 17	Tues Oct 2	Mon Oct 22	Sat Nov 10
1st 5-week	Mon Aug 27	Thurs Aug 30	Tues Sept 18	Wed Sept 12	Sun Sept 30
2nd 5-week	Mon Oct 1	Thurs Oct 4	Tues Oct 23	Wed Oct 17	Sun Nov 4
3rd 5-week	Mon Nov 5	Thurs Nov 8	Tues Nov 27	Thurs Nov 22	Sun Dec 16

Final exams are the last class period.

OPEN ENTRY/OPEN EXIT		
Orientation	Sat	August 25
Last Day for OE/OE Schedule Adjustment/Refund	Thurs	October 18
Last Day of Testing/Homework Due for OE/OE Classes	Fri	December 7

INFORMATION FOR FACULTY		
Class Leveling	Thurs	August 23
Faculty Professional Development Day	Fri	August 24

HOLIDAYS OBSERVED (NO CLASSES HELD)		
*Labor Day	Monday	September 3
Thanksgiving Recess	Tuesday – Sunday	November 20 – November 25

*Classes missed for these observed holidays, when no classes are held, will be made up at the convenience of students and the faculty.

    Information, including links, current as of July 31, 2018

Winter 2019 Important Dates

www.schoolcraft.edu/registration/make-note/important-dates

WINTER 2019 IMPORTANT DATES		
Web Registration Begins	Saturday	October 27
Last Day for Address Changes (*that Impact Tuition Rates*)	Monday	February 11
Commencement	Saturday	May 4

Students earning degrees or certificates must apply for graduation on or before the last day of the semester in which the requirements are met.

WINTER 2019 REPORTING DEADLINES! DUE BY NOON			GRADES AVAILABLE TO STUDENTS
1st 7-week Grades	Wednesday	March 13	Grades immediately available after submission by instructor
1st 12-week Grades	Thursday	April 18	
Final Grades: 15-week 2nd 7-week 2nd 12-week	Thursday	May 9	

Grades must be submitted within 2.5 business days after the last day of class.
The deadline will be noon.

Duration		Classes Begin		Last Day for Schedule Adjustment/Refund		NS (No Show) Grades Due by Noon		Last Day for "W"		Last Day of Class	
CLASS DATES – 7-week, 12-week and 15-week											
	15-week	Mon	Jan 14	Wed	Jan 23	Tues	Feb 5	Mon	Mar 25	Mon	May 6
1st	7-week	Mon	Jan 14	Mon	Jan 21	Tues	Feb 5	Mon	Feb 18	Sun	Mar 3
1st	12-week	Mon	Jan 14	Tues	Jan 22	Tues	Feb 5	Mon	Mar 11	Mon	Apr 15
2nd	12-week	Mon	Feb 4	Tues	Feb 12	Tues	Feb 26	Mon	Apr 1	Sun	May 5
2nd	7-week	Mon	Mar 18	Sun	Mar 24	Tues	Apr 9	Mon	Apr 22	Sun	May 5
CLASS DATES – Exceptions											
	17-week	Mon	Jan 7	Wed	Jan 16	Tues	Jan 29	Wed	Mar 27	Fri	May 3
	14-week	Tues	Jan 22	Wed	Jan 30	Tues	Feb 12	Wed	Mar 20	Mon	May 6
	9-week	Mon	Feb 18	Mon	Feb 25	Tues	Mar 12	Mon	Apr 1	Fri	Apr 19
1st	5-week	Mon	Jan 14	Thurs	Jan 17	Tues	Feb 5	Wed	Jan 30	Sun	Feb 17
2nd	5-week	Mon	Feb 18	Thurs	Feb 21	Tues	Mar 12	Wed	Mar 6	Sun	Mar 31
3rd	5-week	Mon	Apr 1	Thurs	Apr 4	Tues	Apr 23	Wed	Apr 17	Sun	May 5

Final exams are the last class period.

OPEN ENTRY/OPEN EXIT		
Orientation	Saturday	January 12
Last Day for OE/OE Schedule Adjustment/Refund	Thursday	March 7
Last Day of Testing/Homework Due for OE/OE Classes	Monday	April 29

INFORMATION FOR FACULTY		
Class Leveling	Thursday	January 10
Faculty Professional Development Day	Friday	January 11

HOLIDAYS OBSERVED	(NO CLASSES HELD)	
*Martin Luther King Day	Monday	January 21
Mid-Term Break	Monday – Sunday	March 4 – March 10
*Easter Sunday	Sunday	April 21

*Classes missed for these observed holidays, when no classes are held, will be made up at the convenience of students and the faculty.

(S) Class Cancellation

If you need to cancel your class for any reason, please contact your Instructional Administrator's office. Students access the cancellation information at: www.schoolcraft.edu/college-events/cancellations-and-closings

(I) Contractual Duties and Responsibilities

Please see the current Faculty Contract at the link below under "Faculty and Staff" then "Labor Agreements" for details about Full and Part-time teaching responsibilities: www.schoolcraft.edu/hr/employee-information

(I) (S) FERPA

Please remember that some components of a student's educational record, including grades and classroom attendance, are protected by the Family Educational Rights and Privacy Act (FERPA). There is a FERPA presentation available on the Faculty Menu of WebAdvisor that discusses this in greater detail. Additional information can also be found at:
www.schoolcraft.edu/college-policies/student-rights-and-responsibilities/privacy-rights-and-ferpa

Schoolcraft also provides a form by which students can provide their signature to grant others access to their records. This FERPA Release Form is especially helpful for parents and other parties, and can be found on the U: drive, or on the Schoolcraft College website.

If you are not sure what you can disclose, or how to deal with an inquiry, please contact your Instructional Administrator, or the Records Office at screcords@schoolcraft.edu or 734-462-4677.

Appendix B: Teaching and Learning Reference Material

I **C** **D** **S**

Center for Academic and Faculty Excellence (CAFE)

Contact: 734-462-4419
                     cafe@schoolcraft.edu
Location: Grote Center, Room G250

The Center for Academic and Faculty Excellence (CAFE) is located in the Grote Center. The mission of the CAFE is to encourage the exploration of new approaches to teaching and learning, and to cultivate professional dialogue through orientations, workshops, research, and one-on-one consultations. As a cooperative and open resource, the Center aims to foster a supportive and collaborative environment in which to explore an assortment of approaches to teaching and learning supported by excellent curriculum. Your involvement is welcome and encouraged as we grow this resource to fit the needs of Schoolcraft College faculty. We look forward to your regular attendance at CAFE events!

Through the CAFE you also have access to Curriculum Designers who are here to help you with curriculum and assessment planning for your classrooms. Please contact the CAFE for more information.

Definitions

Competency— Skills, knowledge, or attitudes that are measurable and observable that a student should master by the end of a course. They begin with a single action verb, are clear and concise, and describe the learner's performance.

Course-Level Assessment Outcomes— Course-level assessment measures the students' performance of the Competencies that are identified in every course in the Common Syllabus. These are determined by each department, as they consider the learning necessary at a course level.

Formative Assessment— Assessment of student performance as it is forming. This is a diagnostic evaluation and may be found in the form of observations, activities, quizzes, etc., which help to guide students during the learning process.

Institutional-Level Assessment Outcomes— Institutional-level of assessment measures the students' performance of the Core Abilities that are embedded across all disciplines in the institution. These include *communicate effectively*, *use technology effectively*, *demonstrate creative and/or critical thinking*, *use mathematics*, *manage information*, *act responsibly*, *work cooperatively*, and *demonstrate social and/or cultural awareness*.

Learning Objective— Supporting skills, knowledge, and attitudes that lead to mastery of a competency. Learning objectives serve as benchmarks. They represent the content in terms of performance and provide cues for the development of learning activities and lesson plans.

Program-Level Assessment Outcomes— Program-level assessment measures the students' performance on the Program Outcomes that are expected at the end of a student's academic program. These are determined by each department as they consider the outcomes appropriate for the goals applicable to that discipline or industry.

Summative Assessment— Assessment of student performance as a sum of learning at a particular final point. This is the final evaluation of learning of identified outcomes in a course, a program, or other goal and may be in the form of major assignments, capstone projects, exams, or other end-point measures. Summative assessments are used to measure student learning in the classroom, in departments, as well as across the institution.

I Performance-Based Learning

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development. This model focuses on the intended outcomes at the course, program, and institutional levels of student learning. It assists faculty to move away from "what do I teach?" toward "what would we like students to learn?" and aligns assessment, teaching, and learning with intended outcomes.

Performance-based learning focuses on the knowledge, skills, and attitudes that are necessary to be successful in a way that uses authentic tasks or activities to deliver and assess learning. Not only is this more meaningful to students, but it also is a clearer reflection of how students will perform once they have completed their studies and are applying their learning in real- life situations.

A main component of performance-based learning is through the identification and implementation of assessments both at the formative and summative levels. As faculty members develop their curriculum, they must consider how that curriculum will be assessed. This consideration will impact the learning plans and activities, as well as the performance assessment tasks that are undertaken in the classroom.

When measuring summative assessments in the departments (Program Outcomes) or across the institution (Core Abilities), Schoolcraft College utilizes authentic performance-based student artifacts.

These artifacts are evaluated using a faculty-engaged inter-rater reliability model of assessment that includes the following process:

- **Prepare and plan** for the assessment
- **Collect** student-generated assessment items [or artifacts]
- **Review and analyze** the artifacts
- **Develop recommendations and reports** that may impact the institution or curriculum
- **Implement changes** that lead to continuous quality improvement

Schoolcraft College has identified multiple levels of assessment, including institutional level, program level, and course level, as a part of the PBL model of continuous quality improvement. This involves the analysis of the current curriculum, the development of new curriculum, and learning outcomes that have been defined specific to each level. More information about the Institutional level (Core Abilities) and Program level (Program Outcomes) can be found later in this section.

C Course Competencies

The course competencies in the common syllabus have been developed by your colleagues in your department, highlighting the skills that a student should possess after completion of the course. **Your common syllabus can be found on the Faculty Menu of WebAdvisor or on the M: drive (accessible only on campus).** Download the common syllabus prior to each term to assure that you are using the most current version. Every competency begins with a single action verb that comes from the Application level or higher, of Bloom's Taxonomy. The competency must be measurable and observable. The full list of Bloom's verbs can be found in the table following this section. Each competency should be able to be described by 3–10 learning objectives.

P Program Outcomes

Program-Level assessment measures the students' performance of the Program Outcomes that are expected at the end of a student's academic program. These are determined by each department as they consider the outcomes appropriate for the goals applicable to that discipline or industry. Faculty have assigned each course to specific Program Outcomes as outlined on the Exit Learning Outcomes Matrix (ELOM) (Refer to ELOMs on the Discovery Drive at M:\Curriculum Development\Exit Learning Outcome Matrices. This drive an only be accessed while on campus.) If you teach remotely, please contact your Department Chair/Representative for a copy. This measurement is assessed anonymously and is reported in aggregate.

Program Outcomes:

- Describe what the student can DO after successful completion of a specific program
- Are written as an indication of summative assessment as an accumulation of the skills, knowledge, and attitudes gained throughout their program's coursework, and are measurable and observable as well as clear and concise

Quick Tip

The textbook should not be the driving force of your curriculum design! Instead, please focus on teaching the Course Competencies, Program Outcomes, and Core Abilities.

Program Outcome Assessment:

- Can be conducted through the use of capstone experiences, educational portfolios, major course projects, final exams, or other ways that support the measurement of student learning
- Assistance is available through Operations, Curriculum and Assessment to help guide faculty through the process of Program Outcome assessment including providing resources such as timelines, suggestions on process, identification of student data in Colleague, rubric development, feedback on data gathering tools, analysis of data, and logistical support

I Institutional Assessment

The Core Abilities are life skills that every Schoolcraft student should have mastered by the time they graduate. Although all skills should be embedded into every course, each course has between one and five Core Abilities that are assessed by Schoolcraft College at the institution level. Check your common syllabus to identify the Core Ability/Abilities for your course.

The eight core abilities assessed at Schoolcraft College are:

- Communicate effectively
- Demonstrate creative and/or critical thinking
- Use technology effectively
- Use mathematics

- Manage information
- Work cooperatively
- Act responsibly
- Demonstrate social and/or cultural awareness

Core abilities are assessed on a rotational basis as shown in the timeline on the next page. You will receive additional information via email when your course Core Abilities are being assessed as outlined in the section entitled "What Faculty can expect during the Core Ability Assessment Collection Cycle".

This, along with the Core Ability rubrics found on the Schoolcraft College website at www.schoolcraft.edu/oca, are useful to look at when you are developing your lessons for Core Ability assessment.

Schoolcraft College Core Ability Artifact Collection Timeline

Below is a timeline for the collection of Core Ability artifacts. For more information visit schoolcraft.edu/oca and select "Institutional Assessment" from the left-hand menu.

Be sure to check out Assignment Central on Blackboard by searching for "SC.Assignment.Central" or by emailing OCA@schoolcraft.edu to request access.

Fall 2018 – Artifacts to be collected for Manage Information

Manage information: The artifact demonstrates that the Learner's proficiency to…

- Acquire information: The information or data is acquired by the student from reliable and varied source(s) to support the subject and purpose.
- Record information: The information or data is recorded accurately based on the artifact provided.
- Organize information: The information or data has a meaningful order, is accessible, and has a design that supports a purpose.
- Evaluate information: The information or data is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
- Comply with regulations or requirements: The information or data complies with a discipline's standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage and/or maintenance.

Winter 2019 – Artifacts to be collected for Work Cooperatively and Demonstrate Social and/or Cultural Awareness

Work Cooperatively: The artifact demonstrates that the Learner…

- Assumes leadership or supporting roles as required by the group activity.
- Contributes valuable information, ideas, opinions, and efforts that demonstrate commitment to the goals of the group according to the group.
- Successful completion of group work with minimal instructor intervention.

Demonstrate Social and/or Cultural Awareness: The artifact demonstrates that the Learner…

- Articulates insight into one's own social or cultural biases and rules.
- Analyzes the similarities and/or differences of other social or cultural groups.
- Demonstrates how a world event impacts a social or cultural group.
- Analyzes the impact of globalization on cultures. (Global systems are complex and overlapping systems, including natural systems [those systems associated with the natural world, including biological, chemical, and physical sciences] and human systems [those systems developed by humans such as cultural, economic, political, and built]. AACU)

Fall 2019 – Artifacts to be collected for Communicate Effectively and Use Technology Effectively

Communicate Effectively: The artifact demonstrates that the Learner…

- Writes clearly, concisely, and accurately
- Speaks clearly, concisely, and accurately
- Conveys ideas and/or emotions using a principally artistic media

Use Technology Effectively: The artifact demonstrates that the Learner…

- Interprets specifications/directions to use technology effectively
- Selects procedures, processes, equipment, appropriate tools, and technological resources to produce desired results
- Applies specifications/directions to use technology effectively
- Uses technology to facilitate the productions of desired results

S **What Faculty Can Expect During the Core Ability Assessment Collection Cycle**

Each semester, instructors teaching courses with the Core Abilities (CA) that are scheduled for assessment collection should expect the following:

Week 1 – 2: All potential candidates receive an email from the Vice President of Instruction and Chief Academic Officer

> Your section includes one of the CA being assessed and you might be selected to provide artifacts. *Instructors who were not randomly selected will not receive any further communications.*

Week 3 – 5: All active candidates will receive an email from their Instructional Administrator (IA)

> If your section was randomly selected to provide artifacts you are considered an "active" candidate and are asked to submit your student artifacts before the end of the semester. Providing your artifacts is on a *voluntary* basis.

Week 6 – 7: All active candidates will receive a packet from Operations, Curriculum & Assessment (OCA)

> Face-to-Face courses will receive a packet of information via campus mail. Online and OE / OE courses will receive an email from Distance Learning.

> The packet will contain the following items:

> - Directions on how to submit your artifacts
> - The applicable rubric
> - An artifact coversheet
> - Labels to cover student names in order to keep their information confidential

Week 12: All active candidates yet to submit their student artifacts will receive an email from Operations, Curriculum & Assessment (OCA)

> This email will remind you that the deadline for submitting artifacts is drawing to a close.

Last Day of Semester: All active candidates yet to submit their student artifacts will receive an email from Operations, Curriculum & Assessment (OCA)

> This email will inform you that your student artifacts are due.

> **Quick Tip**
>
> Many departments have common Core Abilities assignments developed. Please contact your Department Chair or Representative for more information.

Faculty To-Do List

- Identify the assignment from your section used to create the student artifact
- Prepare for the collection of student work/ artifacts

If you are an Active Participant:

- Complete the artifact coversheet found in the packet you receive in week 6-7, on the next page, and at www.schoolcraft. edu/oca
- Submit student artifacts

OCA To-Do List

- Help faculty explore assessment ideas, if requested
- Prep artifacts for review
- Help facilitate conversations
- Collaborate on continuous improvement strategies across campus

S **Artifact Coversheet**

Institutional Level Core Abilities Assessment

Semester: _____ Core Ability: _____

1. *Measurable Artifact Checklist*
   - Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning)
   - Performance task is in alignment with the course competency as it is written (verb, intent, etc.), is clearly defined and reflects the indicators for the Core Ability.
   - The artifact is a stand-alone assessment and supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
   - Artifacts may be evaluated within 10-15 minutes per artifact per outcome.

2. Please include the instructions given to the student when completing the assignment that created this artifact.

3. Please explain aspects of this assignment that someone outside your discipline may need to know in order to assess the Core Ability (you may also attach any supportive documents):

4. Using the attached rubric and your assignment, indicate which portion of your assignment satisfies each indicator.

☐ I would like feedback on my artifacts following the assessment.

☐ My artifacts may be used as an example for Core Ability Reviewer Training and Assignment Development Training.

☐ My assignment and coversheet may be retained for use at Schoolcraft College as a professional resource for faculty as part of a repository of assignments.

Note: Please recognize that to facilitate a feedback discussion, complete anonymity can no longer be maintained; however, confidentiality will be practiced.

Cognitive Domain Verbs

Verbs in boldface appear in more than one column. 'Application' level or higher verbs are used for writing competencies.

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Add	Acquire	Analyze	Appraise	Abstract
Count	Approximate	Adapt	Appraise	Argue	Animate
Define	Articulate	Allocate	Audit	Assess	Arrange
Describe	Associate	Alphabetize	Blueprint	Choose	Assemble
Draw	Characterize	Apply	Breadboard	**Compare**	Budget
Duplicate	Clarify	Ascertain	Break down	Conclude	Categorize
Enumerate	**Classify**	Assign	**Characterize**	**Contrast**	Code
Identify	**Compare**	Attain	Choose	Counsel	Combine
Index	**Compute**	Avoid	**Classify**	Criticize	Compile
Indicate	**Contrast**	Back up	**Compare**	Critique	Compare
Label	Convert	Calculate	Confirm	**Defend**	Compose
List	**Defend**	Capture	Contrast	**Determine**	**Construct**
Match	Demonstrate	Change	Compare	**Discriminate**	Cope
Meet	**Describe**	Choose	Correlate	**Estimate**	Correspond
Memorize	Detail	**Classify**	Criticize	Evaluate	Create
Name	**Differentiate**	Complete	Deduce	**Explain**	Cultivate
Outline	Discuss	**Compute**	Detect	Grade	Debug
Point	**Distinguish**	**Construct**	Diagnose	Hire	Depict
Quote	Elaborate	Customize	Diagram	**Interpret**	Design
Read	**Estimate**	Demonstrate	**Differentiate**	Judge	Develop
Recall	Example	Depreciate	**Distinguish**	Justify	Devise
Recite	**Explain**	Derive	**Discriminate**	Measure	Dictate
Recognize	**Express**	**Determine**	Dissect	**Predict**	Discuss
Record	Extend	Diminish	Document	**Prescribe**	Enhance
Repeat	Extrapolate	Discover	Ensure	Rank	**Explain**
Reproduce	**Factor**	Dramatize	**Examine**	Rate	Facilitate
Review	**Generalize**	**Draw**	Experiment	Recommend	Format
Select	Give	Employ	**Explain**	Release	Formulate
Show	**Identify**	**Examine**	**Explore**	**Select**	**Generalize**
State	**Infer**	Exercise	Figure out	**Summarize**	Generate
Study	Interact	**Explore**	File	Support	**Handle**
Tabulate	Interpolate	Expose	Group	Test	Hypothesize
Trace	**Interpret**	**Express**	**Identify**	Validate	Import
Write	Locate	**Factor**	**Illustrate**	Value	Improve
	Observe	Figure	**Infer**	Verify	Incorporate
	Paraphrase	Graph	**Interrupt**		Integrate
	Picture graphically	**Handle**	Inventory		Interface
	Recognize	**Illustrate**	**Investigate**		Join
	Report	Interpret	Lay out		Lecture
	Restate	**Investigate**	Manage		Model
	Review	Manipulate	Maximize		**Modify**
	Rewrite	**Modify**	Minimize		Network
	Select	Operate	Optimize		Organize
	Subtract	Personalize	Order		**Outline**
	Summarize	Plot	Organize		Overhaul
	Translate	Practice	Outline		Plan
	Visualize	**Predict**	Point out		Portray
		Prepare	Prioritize		**Prepare**
		Price	Proofread		**Prescribe**
		Process	Query		**Produce**
		Produce	Question		Program
		Project	**Relate**		Rearrange
		Protect	**Select**		Reconstruct
		Provide	Separate		Refer
		Relate	Size up		**Relate**
		Round off	Subdivide		Reorganize
		Sequence	**Summarize**		Report
		Schedule	Test		Revise
		Show	Train		**Rewrite**
		Simulate	Transform		Schematize
		Sketch			Specify
		Solve			**Summarize**
		Subscribe			Support
		Tabulate			Write
		Transcribe			
		Translate			
		Use			
		Write			

C Course Placement Chart — Cut Scores

History of the Chart

The Cut Scores Placement Chart is a tool designed to assist advisors with placing students into the correct class based on their current skill level. Schoolcraft College created its first chart in 1997 based on research conducted by the Learning Assistance Center (LAC). At that time, an environmental scan was conducted to determine what procedures other colleges in Michigan were using to place their students. Based on the results of the environmental scan and information provided by representatives from the departments of English, reading, and mathematics, a draft placement scores chart was created. This initial chart used scores from the College Board Accuplacer College Placement Test (CPT).

Meetings were held with the departmental representatives to verify the accuracy of these initial cut scores. The English, reading, and mathematics departments identified students placed in the lower levels of their respective classes and evaluated them to determine if these placements were accurate. At that time, the cut scores were considered to be appropriate.

In 2003, the Associate Dean of Learning Support Services worked collaboratively with key college stakeholders to create a crosswalk of the scores on the placement chart. A review of scores on the ASSET, SAT, ACT, and COMPASS was conducted to compare them to the current cut scores of the Accuplacer/ CPT in use. This cross-walk confirmed that the current cut scores on the Accuplacer were comparable to scores on other standardized exams used for placement purposes.

By 2011, ACT scores were added to the chart to aid in decision making because more students were being admitted to Schoolcraft with recent ACT scores. Prior to that time, only college-prep students regularly took the ACT so there were a large number of students entering without these scores. As of March 2016, all Michigan high school students take the SAT in the spring of their junior year of high school, so these scores have been added to the chart.

Today, any student entering Schoolcraft College who has an ACT or SAT score that is more than 3 years old is required to take the Accuplacer to get an accurate estimate of their current skills. Beginning in October 2018, the College will transition to a new version of the Accuplacer, known as the Next Generation Accuplacer. Scores from the previous version of this test, known as the Classic Accuplacer, will be accepted for 3 years after this point. Beginning in Winter 2019, the Next Generation Accuplacer will be among the tools used to determine placement for incoming students.

Maintenance of the Chart

The Cut Scores Placement Chart is owned by Schoolcraft College, but its content is driven by the individual departments reflected on the chart. The chart is maintained by the department of Operations, Curriculum, and Assessment. It is edited as needed, then reviewed by faculty and instructional administrators whenever a change is completed. If you have questions about the chart or its use, contact your instructional administrator for more information. The most current chart, along with archive copies of previous charts, is stored in the following location: M:\ Curriculum Development\Placement Score Recommendations Please note that there will be different Placement Charts used for the Fall 2018 and Winter 2019 semesters due to the addition of the Next Generation Accuplacer scores for Winter 2019.

Course Formats, Endorsements, Honors Program, and CEPD

Course Formats

S Traditional Courses

Schoolcraft College offers traditional courses running various lengths with the most common being 15, 12, or 7 weeks. The duration of the course is based partially on student demand and partially on curricular decisions.

DISTANCE LEARNING

	COURSE LENGTH	COURSE LOCATION	DUE DATES
ONLINE	5, 7, 12, and 15-week classes	100% Online* *All MATH courses require on-campus exams	Weekly Due Dates
HYBRID	5, 7, 12, and 15-week classes	Approximately 50% online and 50% traditional classroom	Scheduled Due Dates
OPEN ENTRY/ OPEN EXIT (SELF-PACED)	7, 12, and 15-week classes • Actual course length determined by the student within the semester • Extended enrollment window • Opportunity to finish the course early	Predominately online • On-campus orientation and assessment(s) required. • Faculty host office hours on campus.	No Weekly Due Dates Due dates determined by • How much time the student needs to learn a topic • When the student is ready to complete an assessment • Semester deadlines

To register for Distance Learning classes, go to www.schoolcraft.edu. For more information, contact the Distance Learning Department.

Welcome to college.
schoolcraft.edu

Schoolcraft College

S Distance Learning

Schoolcraft College provides students with a variety of choices for earning credit aside from the traditional method. In addition to traditional courses students can register for online courses, Open Entry/Open Exit courses, or hybrid courses. Instructors who would like to teach in these modalities require special training. Contact the Distance Learning office to learn more. Contact information and a summary of each modality are shown below. More information can be found in the table entitled "Distance Learning at Schoolcraft College" found at the end of this section.

S *Online Courses*

Contact: 734-462-4573
dl@schoolcraft.edu
Location: McDowell Student Center, Room 200
www.schoolcraft.edu/online

Students can take an online course when and where it is convenient for them and still have opportunities to interact with an instructor and other students. These classes expand learning opportunities while allowing students to balance educational demands with work and family. Students are expected to keep up with weekly assignments and participate in online discussions. Online courses utilize Blackboard, but some may require a proctored exam to be taken on campus.

> **Quick Tip**
>
> If you are interested in having the opportunity to teach online at Schoolcraft College, please contact the Distance Learning office for future training opportunities.

S *Hybrid Courses*

    Contact: Instructional Administrator or
                             734-462-4573
                             dl@schoolcraft.edu
    Web: www.schoolcraft.edu/hybrid

Hybrid courses combine some in-class instruction with flexible online learning. Some of the time you would normally spend in a classroom is replaced with work that is done online. Students benefit from the flexibility of online delivery along with the personal interaction of a classroom setting.

S *Open Entry/Open Exit (OE/OE) Courses*

    Contact: 734-462-4573
                             dl@schoolcraft.edu
    Office: Room 200 McDowell Center
    Lab: 120 Biomedical Technology Center
    Web: www.schoolcraft.edu/oeoe

Students may need more time to work with one concept, while needing less time with another. OE/OE allows students to choose how much time to spend on a particular concept and where to focus their attention.

Open Entry/Open Exit classes don't have set class periods to attend or a date based schedule for completing assessments. There is an orientation that will need to be completed with each instructor before students begin coursework, and at least one proctored assessment that will need to be completed before semester end.

All OE/OE courses are semester driven, meaning that while students can create their own schedule/due dates, they still need to complete the course during the current semester.

S **Independent Learning**

The College provides students an opportunity to earn credit for certain courses through independent study. Students are expected to master the competencies the course requires.

Students first locate an interested faculty member with which to work independently. Then, under the direction of that faculty member, the student and faculty member will meet at designated times during the term to monitor and assess the student's progress. Contact the appropriate instructional administrator for more information. Students must obtain approval from an instructor and administrator to take an independent learning course.

Endorsements

C S Service Learning Endorsement

Contact: 734-462-7181
servicelearning@schoolcraft.edu
Web: www.schoolcraft.edu/scholars/service-learning-partners

Schoolcraft College now offers a Service Learning Endorsement, which afford hands on experiences that employers view favorably. Linking academic courses to volunteerism benefits both students and the community.

Through Service Learning, you will master course objectives, apply new learning skills in guided service opportunities, and make a difference in the world. Volunteering with a community organization, unlike other types of homework assignments, enhances your learning through real-world experiences and application. To receive a Service Learning Endorsement, you must complete a minimum of 15 credit hours of classes either designated as Academic Service Learning (taken after Spring semester 2008), and/or opt for courses with an Individual Service Option.

An Individual Service Option (ISO) provides students with an opportunity to contract with faculty to earn service learning credit in non- designated service learning courses. Students, along with their faculty member, will fill out an Individual Service Option contract.

Here are some service partners and service projects our faculty work with:

- Friends of the Rouge: Fall Bug Hunt and Water Monitoring
- Detroit Association for the Education of Young Children: Hicks Elementary School
- Schoolcraft College Student Food Pantries
- Art is Elementary: miscellaneous elementary schools
- Teaching music at New Morning Elementary Co-op School, Plymouth
- A School for My Village: Fundraising to support a School for HIV-AIDs Orphans in Uganda
- Red Wagon: Early Childhood Literacy Project in Westland
- Dawn Farms: Substance Abuse Rehabilitation and Education

Some ISO and Service Learning designated courses allow students to arrange their own service sites.

All sections of the courses listed below fulfill requirements for the Service Learning Endorsement.

HUM 190	Individual Humanism—An Honors Colloquium
SOC 101	Introduction to Social Work
SOC 290	The Individual and Community— An Honors Capstone Course

Many other courses are designated as Service Learning, and can be viewed in the course schedule listing for each semester.

C S Global Endorsement

Contact: 734-462-7192
klark@schoolcraft.edu
Web: www.schoolcraft.edu/scii/global-endorsement

Students who understand the global forces shaping their lives and the lives of people worldwide are better positioned for success in the 21st Century. This understanding can come only from exposure to a variety of cultures and from the study of the interdependence of all peoples and nations. To make this global literacy available to all students, the Schoolcraft College International Institute offers a Global Endorsement. Students can earn the endorsement by choosing 15 credits of specific global coursework from a variety of disciplines. There are over 80 different classes across two dozen

disciplines that make it easy to find courses that simultaneously meet degree requirements and contribute to the global endorsement.

I C S Honors Program

Contact:	734-462-7671
	honors@schoolcraft.edu
Web:	www.schoolcraft.edu/scholars/ honors-curriculum

Schoolcraft is a comprehensive, open door, community-based college. The mission of the college is to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals. Schoolcraft Scholars, an honors scholarship program, is designed to provide talented, academically-motivated students with an enhanced educational experience. In an environment that promotes scholarship and community, Scholars enjoy frequent interaction with peers and honors faculty.

They are challenged to grow intellectually, increase their awareness of the society around them, question the status quo, think critically, work collaboratively, and become involved in the community through service-learning projects.

Continuing Education and Professional Development Courses

Contact:	734-462-4448
	cepd@schoolcraft.edu
Location:	Jeffress Center Room 200-A
Web:	www.schoolcraft.edu/cepd

Schoolcraft College offers a wide variety of non-credit courses through Continuing Education and Professional Development (CEPD). These classes do not require a formal admissions process and students receive Continuing Education Units (CEUs) for many classes. These courses are designed for students who desire either professional development or personal enrichment with no need for college credit. Because of this, the policies and procedures for credit classes are often very different from non-credit classes.

> **Quick Tip**
>
> Investigate the discount instructors receive in taking Continuing Education and Professional Development courses!

I Instructor Resources

Human Resources

Contact:	734-462-4408 hr@schoolcraft.edu
Location:	Second Floor, Wing A – Jeffress Center
Web:	www.schoolcraft.edu/hr/human-resources

I Faculty Evaluation Coordinator

Contact:	734-462-7668
Location:	Liberal Arts Building Room 522
	Please contact the coordinator or your Instructional Administrator for information.

I D Mailboxes

Please contact your Instructional Administrator regarding the location of your campus mailbox.

Ⓘ Campus Police

Contact: 734-462-4424
Location: Lower Level Jeffress Center
Web: www.schoolcraft.edu/police

Campus Police patrol the Livonia campus by vehicle, bicycle, and on foot 24 hours a day, seven days a week. The Radcliff Center and the Public Safety Training Center are patrolled during operating hours.

For any emergency on campus, please call Campus Police at 4424 from any campus phone, or 734-462-4424 from any phone. The 911 feature is also available from campus phones and will alert area police/fire.

The Campus Police Department, located on the lower level of the Jeffress Center, is where you will obtain your badge and parking pass following administrative approval. This office can also be contacted in the event you arrive and find your classroom locked.

Ⓘ SC alerts

The SC*alerts* notification system is the College mass notification system for emergency alerts and closings. All employees are automatically enrolled. If you need to make updates to your phone number or email address please do so at: www.getrave.com/login/schoolcraft

Decisions about closing Schoolcraft College will be made by the Administration.

Information will be posted on the college website at www.schoolcraft.edu and will be broadcast with other school closings on TV and radio stations.

Ⓘ Ⓢ Duplication Design Center

Contact: 734-462-5314
ddc@schoolcraft.edu
Location: Liberal Arts Building Room 120
Web: www.schoolcraft.edu/ddc/ddc

The Duplication Design Center is available for your copy and design needs. Incoming jobs may be submitted in person, via campus mail, or through email. Please submit just one job ticket with each email submission. The most up-to-date job ticket can be found on the website along with additional information about the DDC services. The job ticket is also available on *WebAdvisor > Faculty Menu > Faculty Forms > Forms for College Credit Instructors*. A sample can be found on the next page. Please allow at least 2 business days for the processing of your copy orders. Design jobs and jobs going to the Radcliff Center may take longer than two days. Please plan accordingly.

Ⓘ Ⓢ Testing Center

Contact: testing@schoolcraft.edu
Phone: Livonia: 734-462-4806
Radcliff: 734-462-6012
Location: Livonia: Room 220 McDowell Center
Radcliff: RC 115
Web: www.schoolcraft.edu/testing

A Testing Center is available on both the Livonia and Radcliff campuses. The Testing Center offers many services to students. The one that you, as an instructor, will most likely take advantage of is the proctoring of make-up tests, or tests for students with accommodations. Bring copies of your assessment to the center along with the student names. A testing card will be required to accompany the tests and may be filled out prior to coming on campus or upon

▮▮▮ DUPLICATION
DESIGN CENTER

| JOB NO. | |
| DATE REC'D | |

Submission of work to the DDC for duplication and/or design indicates understanding of, and compliance with, Copyright Law (Copyright Act of 1976) of the United States.

☐ PHOTOCOPY ONLY

☐ GRAPHIC DESIGN/TYPESETTING

☐ CONFIDENTIAL

☐ **PICK UP** in LA 120

☐ **DELIVERY**

☐ MC ☐ AS-N ☐ AS-S ☐ PE ☐ JC
☐ LIB ☐ BTC ☐ LA ☐ F-FT ☐ F-PT ☐ VT

☐ Other _____

☐ **RADCLIFF**

NAME (PLEASE PRINT)
_____

DAYTIME PHONE
_____

DEPARTMENT & COURSE NO. (EX: ENG 101)

Please monitor your Schoolcraft College email address for questions, document proofs, or other information from the DDC.

You may submit your requests electronically by emailing this completed Job Ticket along with a print-ready original to **DDC@schoolcraft.edu.**

DUE DATE/TIME _____

Allow at least **TWO BUSINESS DAYS** for photocopying.
Graphic Design/Typesetting requires longer lead time.

☐ SEND COPY TO DEAN'S OFFICE
FOR SYLLABI TYPED/REVISED BY THE DDC **ONLY**

NO. OF FINISHED COPIES _____   NO. OF PAGES IN ORIGINAL DOCUMENT _____

PAPER COLOR

☐ White
☐ Gray
☐ Buff
☐ Ivory
☐ Yellow
☐ Blue
☐ Green
☐ Pink
☐ Salmon

☐ Cardstock
(WHITE ONLY)

FINISHING

☐ 1-to-1
ONE-SIDED ORIGINAL;
ONE-SIDED COPIES

☐ 1-to-2
ONE-SIDED ORIGINAL;
TWO-SIDED COPIES

☐ 2-to-2
TWO-SIDED ORIGINAL;
TWO-SIDED COPIES

☐ Collate

☐ Group

☐ Staple
☐ Punch
☐ Fold
SPECIFY BELOW
☐ Bind*
SPECIFY BELOW
☐ Laminate*
☐ Color Print*
☐ Mount on foam core*

SIZE

☐ 8½" × 11" (letter)
COLORS AT LEFT

☐ 8½" × 14" (legal)
WHITE OR YELLOW ONLY

☐ 11" × 17" (tabloid)
WHITE ONLY

☐ Other*_____
THERE MAY BE A CHARGE
FOR LARGE PRINTS.

AUTHORIZED SIGNATURE _____   ACCOUNT NUMBER _____

*These services are charged back to the department.
Please provide an authorized signature and account number

SPECIAL INSTRUCTIONS FOLDING, LAMINATING, BINDING, ETC.

DDC USE ONLY
☐ Laurin Frost
☐ Ellen Hochberg
☐ Lisa Holmes
☐ Ione Skaggs

PLEASE HELP US HELP YOU.

Efficient workflow is imperative. Please submit content that is **agreed upon** and **proofread** by all stakeholders. *The DDC reserves the right to limit revision cycles.*

Once the DDC supplies a PDF proof, please submit revisions using the commenting and markup tools available in Adobe Acrobat and Adobe Reader.

arrival in the Testing Center. You can find a testing card and faculty information packet, if on campus, on the U-drive in the "Testing Center" folder or pick them up at either of the Testing Centers (a sample is included here). In addition, the Testing Center card is available on *WebAdvisor > Faculty Menu > Faculty Forms > Forms* for College Credit Instructors. You can pick up the tests when they are completed, or they can be mailed to you via campus mail.

I D S Library Liaisons

Contact:	library@schoolcraft.edu
	Circulation Livonia: 734-462-4440
	Circulation Radcliff: 734-462-4742
	Reference: 734-462-5316
Location:	Bradner Library, Livonia: Radcliff: RC 355
Web:	www.schoolcraft.edu/library/library

The individuals who work in the library are subject area contacts in providing reference materials for instructors. Feel free to contact the librarian in your subject area from the list on the website.

I Media Services

Contact:	media@schoolcraft.edu
	Livonia: 734-462-5330
	Radcliff: 734-462-4745
Location: Room L160	**Livonia:** Bradner Library,
	Radcliff: RC 445
Web:	www.schoolcraft.edu/media/media

Media services personnel are there to make sure that your technology needs are met and things run smoothly in your classroom! As they are an emergency based department, please feel free to contact them from your classroom if you experience technical difficulties.

Student Support

I S Disability Support Services

Contact:	734-462-4330
	dss@schoolcraft.edu
Location:	McDowell Student Center, MC 105
Web:	www.schoolcraft.edu/dss/disability-support-services

You may be contacted at the start of the term via email regarding a student who qualifies for accommodations in your classroom. These may include things such as providing extended time on tests or a copy of your notes. The email will include any approved accommodations, but it is the student's responsibility to approach you about their implementation. If you feel that a student could benefit from being evaluated for services, please contact the Disability Support Services Office. Additional resources for teaching students with disabilities can be found here: www.schoolcraft.edu/dss/faculty-specific-information

I S Learning Assistance Center

Livonia:

Contact:	734-462-4436
	lac@schoolcraft.edu
Location:	Bradner Library, L119
Hours:	M–Th 8 am–8 pm, F 8 am–4 pm, Sat noon–4 pm

Radcliff:

Contact:	734-462-4755
	lacrc@schoolcraft.edu
Location:	Room 120
Hours:	M & T 9am–1 pm, 4–8 pm; W & Th 9am–8 pm; Sat. 10 am–2 pm
Web:	www.schoolcraft.edu/LAC

The Learning Assistance Center (LAC) is part of Learning Support Services which offers numerous forms of assistance to our students such as FREE drop in tutoring, online tutoring-NetTutor, test preparation, and the Writing Support Studio. A Service Referral Guide is shown at the end of this section containing more information about all of the Learning Support Services.

I **S** Student Athlete Support Services
(SASS)

Contact: 734-462-4436
Location: Bradner Library, L119
Web: www.schoolcraft.edu/LAC

The SASS coordinator may be contacting you regarding athletes in your classroom. Student athletes are required to maintain a set GPA in order to participate in sports at Schoolcraft College. The SASS program supports students in this effort by offering study groups and academic support. You may be contacted during the term to provide the SASS coordinator with an update on student athletes' grades.

Quick Tip

Schoolcraft student athletes benefit greatly from the Student Athlete Support Services! Contact them with any concerns you have about your student athletes.

I **S** Writing Support Studio

Contact: 734-462-4436
             write support@
             schoolcraft.edu
Location: Bradner Library, Learning
             Assistance Center
Web: www.schoolcraft.edu/LAC

This group assists students across all disciplines, with their writing assignments by helping with grammar, mechanics, organization, and other opportunities

Quick Tip

Students can benefit from the help of tutors and peer consultants for writing support!

for revising and improving their written documents, from lab reports to research papers.

S Peer Assisted Learning (PAL)

Contact: 734-462-4400, ext. 5326
Location: Room L133 Bradner Library
Web: www.schoolcraft.edu/LAC

PAL (Peer Assisted Learning) offers structured study sessions facilitated by peer students (PAL Leaders) who have already taken a course, done well in it, and are highly recommended to the program by an instructor. They are directly associated with your particular course section. PAL Leaders are not available for all classes, but many math and science sections are currently involved in the program.

S International Learning Support

Contact: 734-462-4436

Location: Room L110 Bradner Library **Web:** https://www.schoolcraft.edu/lac/international-student-support

International Learning Support provides ESL and international students with language learning strategies, reading and writing strategies, peer reviewing writing assignments, grammar, vocabulary, and punctuation. Specific hours are dedicated to English conversation skills, programs to help understand American culture and customs and other workshops. The International Student Organization also meets in this space.

I S   Learning Support Services Referral Guide

Service	Specific Need	Resources Available	Key Contacts	1st Contact
Academic Support	Academic Skills Assistance for College Students	Radcliff Academic Success Coach	Sherrye Bailey, ext. 4759	**Radcliff LAC, RC120 ext. 4755**
		Livonia Academic Success Coach	Dr. Carmen Wilson, ext. 7670	**LAC Front Desk, L119, ext. 4436 or Erica Bednearski, L140, Ext. 4559**
	Academic Support for Math Students	Math Learning Specialist Math Workshops	Terri Lamb, ext. 7616	
	Athlete Academic Support	Student Athlete Support System		
	International and ESL Support	International Learning Support ESL Associate Dean	Michael Polano, ext. 7359 Dr. Dennis Genig, ext. 4335	**ILS – L110, Bradner Library ESL - Dennis Genig, MC060, ext. 4335**
	Early Intervention and Support	Early Alert	Melissa Schultz, ext. 4534	**Contribute Retention Info link, WebAdvisor**
	(PAL) Peer Assisted Learning	Section-Specific Group Study	Sharon Christian, ext. 5326	
	Online Tutoring	NetTutor	Terri Lamb, ext. 7616	**S. Christian, L107, ext. 5326**
	Livonia Campus Drop-In Tutor	Learning Assistance Center Tutors	Terri Lamb, ext. 7616	**LAC Front Desk, L119, ext. 4436**
	Writing Support	Learning Assistance Center, Writing Support Studio	Stephanie Reynolds, ext. 7612	
		Radcliff LAC	Sherrye Bailey, ext. 4759	**Radcliff LAC, RC 120, ext. 4755**
	Radcliff Campus Drop-In Tutor	Learning Assistance Center Tutors	Sherrye Bailey, ext. 4759	
Referrals from Other Offices	Registration Approval for Academic Dismissal	Approval Process	Dr. Carmen Wilson ext. 7670	**Erica Bednarski ext. 4559 L140**
Honors Scholars Program	Honors Program Information	Honors Staff	Nicole Margosian-Galindo, ext. 7671	**Honors Office, LA524, ext. 7671**
Classroom Use	Reserve Library Classrooms	L105 L110	Lissa McCarthy, ext. 5321 Erica Bednarski, ext. 4559	**Circulation Desk, ext. 4400 Library, L 140, ext. 4559**
Library Reference	Research, Find Specific Information; Orientations; Presentations; Reference; Database Use; Interlibrary Loan	Reference Librarians	Wayne Pricer, ext. 5317 Kristin Keyes, ext. 5315 Joseph Miller, ext. 7674 Vicki Dixon, ext. 7626	**Reference Desk, Library, ext. 5316**
Library Technical Services	Acquisitions, including Multimedia & Periodicals; Cataloging; Faculty Requests for Reserves; Child Care Center Reading Program	Technical Services Librarian	Ozlem Gumeci, ext. 4437	**Library, L150, ext. 5319**
US Government Documents, Periodicals	Tangible & Electronic Federal Publications, Shelved Periodicals, Cataloging Support, LSS & New Resources, e-Newsletters	Learning Resources Clerk Library Assistant	Olga Fryzel-Alamarz, ext. 5322 Daniel Hawkins, ext. 7617	**Library, L149, ext. 5322**

I New Course/Program Development or Revision

Do you have ideas for a course revision or a new Course or Program in your department? Share your ideas with your Department Chair or Representative and Instructional Administrator. The OCA looks forward to working with you to make your ideas a reality! The process includes the following eight steps:

Request: *Request proposed changes or new curriculum.*

Identify: *Identify the effective dates and requirements for your request with the OCA.*

Design: *Design a refined curriculum product with the OCA.*

Finalize: *Finalize the product through department and administrative approval.*

Submit: *Submit the appropriate forms for consideration.*

Participate: *Participate in the Curriculum Committee discussions.*

Integrate: *Integrate the changes into your curriculum.*

Launch: *Launch the curriculum to the public.*

Appendix C: Other Resources

Ⓘ College Organizational Structure

Schoolcraft College is led by our president, Dr. Conway Jeffress. Dr. Jeffress regularly meets with the Board of Trustees, the policy-making body for Schoolcraft College. Established through the state legislature as part of the Community College Act, the Board of Trustees is made up of seven members, all elected by voters of the Schoolcraft College District. Each member serves a term of six years. There are several Divisions under the President. An organizational chart can be found on the U:drive. Faculty are located under Academic Services.

Academic Services at Schoolcraft College is led by the Vice President and Chief Academic Officer. Academic Services is currently divided into two distinct divisions: *Liberal Arts and Sciences* and *Occupational Programs*. These divisions house a variety of instructional departments. Each department is led by an instructional administrator. The chart on the following page represents the structure of Academic Services programs within the College as of July 2018. This diagram may be changing as reorganization moves forward over the next year. You should be able to locate the department(s) in which you teach, and thus easily identify your instructional administrator.
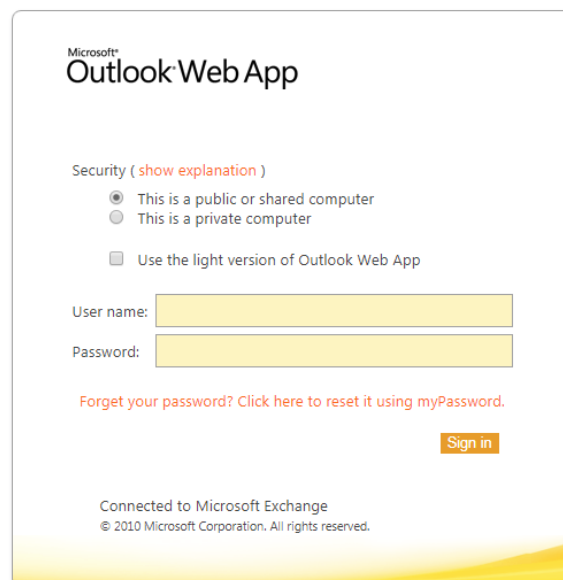
Technology

Please see the companion document entitled "Utilizing Technology at Schoolcraft College" for more in-depth information. Below is information about:

1. Utilize email at Schoolcraft College
2. Campus Computers and Network Drives
3. Incorporate the College's Learning Management System (Blackboard)
4. Utilize the WebAdvisor resource

Ⓘ Email

Faculty and staff are provided with a Schoolcraft College email account. You will receive important information from your department and the college through this address. You may use this account to communicate with your students as well. Schoolcraft College employees may access their email via the Internet from any location. Open an internet browser and go to: www.schoolcraft.edu/exchange/

You should see the following web page:

SCHOOLCRAFT COLLEGE
Academic Services
Departments, Disciplines & Areas of Responsibility

Vice President & Chief Academic Officer
Cheryl Hawkins
Room: MC-215   Ext. 4606
Carrie Vroman, Admin. Assist. 4334

Dean – Liberal Arts & Sciences
Michele Kelly
Room: LA-431   Ext. 4606
Corrie Bertera, Admin. Asst. - (Ext. 7667)
****

Art and Design (ART)
Communication Arts (COMA)
English (ENG)
History (HIST)
Humanities (HUM)
Music (MUSIC)
Philosophy (PHIL)
Piano Teacher
Theatre (THEA)
World Languages (ARB, CHIN, FR, GER, ITAL, SPAN)

Community College Enterprise
Global Endorsement
International Institute
MacGuffin
Piano Academy
Service Learning

Associate Dean – Sciences
TBD
Room: F-500   Ext. 4650
Debbie Cebulski, Admin. Asst. - (Ext. 4649)
****

Anthropology (ANTH)
Biology (BIOL)
Chemistry (CHEM)
Economics (ECON)
Geography (GEOG)
Geology (GEOL)
Mathematics (MATH)
Nutrition & Food Science (NFS)
Pharmacy (PHARM)
Physics (PHYS)
Political Science (POLS)
Psychology (PSYCH)
Sociology (SOC)

Faculty Evaluation Coordinator
Lynne Brach-Fugedi
Room: LA 444   Ext. 7668
****
Faculty Evaluation Coordination
Faculty Professional Development Program
Faculty Mentoring Program

Associate Dean
Retention and Student Success
Melissa Schultz
Reporting to Student Services Division
Room: L-141   Ext. 4555
Erica Bednarski-Smith, Admin. Asst. - (Ext. 4559)
****

Bradner Library
College and Beyond (CAB)
Collegiate Skills (COLLS)
Human Development Services (HDS)
International Learning Support
Learning Resources (LR)
Peer Assisted Learning (PAL)
Scholars Honors Program
Learning Assistance Center (LAC)
 • Tutoring Lab
 • Writing Fellows
Radcliff Learning Assistance Center

Academic Success Coaches

Associate Dean – Distance Learning
Stacy Whiddon
Room: MC-200   Ext. 4801
TaQuilla Martin, Admin. Asst. - (Ext. 4573)
****
Flexible Learning Options
 • Hybrid
 • Online
 • Open Entry/Open Exit (OE/OE)
Michigan Collaborative Learning

Associate Dean – Operations, Curriculum & Assessment
Cynthia Cicchelli
Room: G-250   Ext. 4798
****
Instructional Operations
Curriculum Design
Assessment and Academic Improvement
Center for Academic & Faculty Excellence

Director – Children's Center for Early Childhood Education
Jean Shaughnessy-Smith
Ext. 4442

Associate Dean – Continuing Education & Professional Development
Leslie Petty
Room: JC-206   Ext. 4493
Rachel Plumley, Admin. Asst. - (Ext. 4576)
****
Continuing Education
 • Career & Professional Development
 • English as a Second Language (ESL)
 • Kids on Campus
 • Motorcycle Safety Training Program
 • Personal Enrichment
 • Physical Fitness
 • Staff Development
Credit Programs
 • Physical Education (PE)
 • Fitness Leadership
 • English as a Second Language (ESL)

Fitness Center

Dean – Occupational Programs & Economic Development
Robert Leadley
Room: JC353   Ext. 4567
Lena St. Pierre, Admin. Asst. - (Ext. 4685)
Angela Cowles, Admin Asst CUL (Ext. 4423)
****

Culinary Arts (CUL)
Culinary Baking & Pastry Arts (CBPA)
Culinary Management (CM)
Perkins
PROE

Associate Dean – Education Programs/ Occupational Programs
Dennis Genig
Room:AS-581   Ext. 4335
Mary Bloedel, Admin. Asst. - (Ext. 7631)
****

Accounting (ACCT)
Broadcast Communications
Business (BUS)
 • Business Information Technology
 • Marketing & Applied Management
 • Small Business for Entrepreneurs
Computer Graphics Technology (CGT)
Cosmetology Management
Finance (FIN)
Office Information Systems (OIS)
Sound Recording Tech. (SRT)
Education:
 • Alternate Route to Interim Teacher Certification (ARC)
 • Teacher Education Transfer Program
 • Early Childhood Education (ECE)
 • Education (EDUC)
 • Special Education (SPE)

Teacher Certification Officer
Galileo

Associate Dean – Occupational Programs/ Engineering and Technology
Amy Jones
Room: AS-581   Ext. 4567
Lena St. Pierre, Admin. Asst. - (Ext. 4685)
****

Biomedical Engineering Tech. (BMET)
Computer Aided Design (CAD)
Computer Information System (CIS)
Computer Networking Technology (CNT)
Design (DSGN)
Electronics (ELECT)
Engineering (ENGR)
Environmental Studies (ENVR)
Manufacturing (MFG)
Mechatronics
Metallurgy and Materials Science (MET)
Occupational Safety and Health (OSH)
Plastic Technology (PLAST)
Quality Management (QM)
Welding Technology (WELD)

Apprenticeships & Internships
Going PRO Apprenticeship Readiness Grant
AMCAI Apprenticeship Grant

Associate Dean – Nursing
Deborah Venditelli
Room: AS-510   Ext. 5148
TBD Admin. Asst. - (Ext. 5150)
****
Nursing NCLC (NURS)
Nursing Assistant Training Program (NATP)

Director – Business Development Center
Tammy Thomson
Room: JC-340   Ext. 4349
****
Procurement Technical Assistance Center (PTAC)
Small Business Development Center (SBDC)
Workforce Training Solutions

Director of Brewing and Distillation Technologies/Brewmaster
Tom Block
Room: VT614 Ext. 7659
Angela Cowles, Admin. Asst. - (Ext. 4423)
****
Brewing and Distillation Technology (BDT)

American Harvest Brewpub

Associate Dean – College Centers
Bonnie Heckard
Room: RC-625   Ext. 4776
Jodi Bilak, Admin. Asst. - (Ext. 4783)
****

Allied Health Education (AHE)
Emergency Medical Technician (EMT)
Health Information Technology (HIT)
 • Health Coding Specialist
Pharmacy Technician (PHT)
Massage Therapy (MAS)
Medical Assisting (MA)
 • Medical Biller/Receptionist
 • Phlebotomy
 • Physician Office Medical Transcription

Associate Dean – Public Safety Programs
Gerald Champagne
Room: ATC-507   Ext. 4305
Shauna Pacheco, Admin. Asst. - (Ext. 4309)
****

Corrections (COR)
Criminal Justice & Police Acad. (CJ)
Fire Technology (FIRE)
Homeland Security (HS)

Information, including links, current as of July 31, 2018

Log in with your user name (the first initial of your first name plus your 7-digit employee ID number) and password provided by Human Resources. The email program includes features such as sending/ receiving email, creating an address book, contact lists and sending attachments, etc. Please note that students use a different system for their email so these instructions will not apply.

Ⓘ Campus Computers and Network Drives

Classroom podium computers and faculty office computers are in the process of transitioning to a Virtual Desktop Infrastructure (VDI), meaning documents are stored on a centralized server. There are several Campus Network Drives. These can only be accessed through a computer on campus such as those in the faculty offices or any classroom. The K:Drive contains a "My Documents" folder for each faculty member where you can store files for teaching your class and access them via any networked computer, including those in the classrooms.

Ⓢ Blackboard

Contact:	734-462-4615
	bbsupport@schoolcraft.edu
Web:	bb.schoolcraft.edu

Blackboard is the Learning Management System used to deliver online course content and supplement traditional classes on our campus. In order to use the Blackboard program as a supplement to your traditional course, it is mandatory that you successfully complete the Blackboard training course. For Hybrid, OE/OE, and/or online instruction, you will need to complete the Professional Development for Online Credentialing series of courses.

ICS WebAdvisor

WebAdvisor is an important tool for instructors. You will be using this system to access information such as class rosters, absence reporting, and entering grades for your students. In addition, this is where you will find the Common Syllabus, information about your pay, and professional development credit.

Web Advisor can be accessed through the Schoolcraft College homepage at www.schoolcraft.edu or go directly to WebAdvisor at https://webadvisor.schoolcraft.edu

Once there, click on the Login button and follow the directions to log in, then select the Faculty button. Your User ID is the lowercase first initial of your first name followed by your 7-digit Schoolcraft ID number including all leading zeros for ID numbers that are less than 7 digits. The default password is your birthday. A screen shot of the faculty menu can be seen here.

Faculty - WebAdvisor for Faculty Menu

The above links may display confidential information.

Faculty Information

Grading
No Show (NS) Grade Reporting FAQ
Grading Help - At A Glance
My Contributions To Cases
Contribute Retention Info
Academic Calendar
Class Roster
Email from Class Roster
Ferpa Reminders
My Class Schedule
Search for Classes

Faculty Forms

Forms for College Credit Instructors
Forms for CEPD Instructors
Faculty Professional Reimbursement Forms

Communication

Accessing E-Mail Instructions
New Technology 2017-2018
Schoolcraft Email
Voice Mail Instructions (Full-time Faculty)
Voice Mail Instructions (Part-time Faculty)

Personal Profile

My Stipends
College Credit - Employment Verification/Faculty Contract
Continuing Education Letters of Intent - View / Accept / Print

Core Abilities

Core Ability Rubrics

College Credit Instructors

Common Syllabus
Core Abilities
Course Descriptions
Curriculum Handbook
Faculty Master Contract
Important Dates
Instructions to retain a copy of your waitlist
Integrating Excellence in Teaching and Learning
My Personalized Syllabus
Programs and Courses
Utilizing Technology at SC
Waitlisting FAQ
Waitlisting Presentation

Evaluation Information

Faculty Evaluations

Resources / Useful Links

BlackBoard
Bookstore
Computer Labs
Early (Retention) Alert Video Tutorial
Grade Information
Payment Information
Will My Credits Transfer?
NBC Learn
SC Mail
SC aware
SC College Catalog

User Account

User Profile
Review My Information

Campus Navigation

Schoolcraft College has three campuses –Livonia Location (Main Campus), Public Safety Training Complex, and Radcliff Center. Information about what services are in each building and campus maps can be found on the Schoolcraft College website: www.schoolcraft.edu Building maps can be accessed from on campus computers: U:\Maps-byBldg

Quick Access Directory

Livonia Campus
18600 Haggerty Road
Livonia, MI 48152
734-462-4400

Public Safety Training
Complex
31777 Industrial Road
Livonia, MI 48150
734-462-4306

Radcliff Center
1751 Radcliff Street
Garden City, MI 48135
734-462-4437

College Department	Email	Telephone	Ext.
Admissions/Answer Center	answers@schoolcraft.edu	(734) 462-4426	
Athletics		(734) 462-4804	
Blackboard	bbsupport@schoolcraft.edu	(734)462-4615	
Bookstore (Livonia)	books@schoolcraft.edu	(734) 462-4409	
Bookstore (Radcliff Center)		(734) 462-4778	
Bookstore (FTC)		(734) 462-4321	
Business Development Center	bdc@schoolcraft.edu	(734) 462-4438	
Campus Police		(734) 462-4424	
Career Services	careerservices@schoolcraft.edu	(734) 462-4421	
Cashier's Office	cashiers@schoolcraft.edu	(734) 462-4449	
Center for Faculty and Academic Excellence (CAFE)	cafe@schoolcraft.edu	(734) 462-4451	
Computer Lab (Livonia)		(734) 462-4400	5147
Computer Lab (Radcliff)		(734) 462-4756	
Continuing Education & Professional Development	cepd@schoolcraft.edu	(734) 462-4448	
Counseling	counseling@schoolcraft.edu	(734) 462-4429	
Culinary Arts	culinary@schoolcraft.edu	(734) 462-4423	
Curriculum and Assessment	oca@schoolcraft.edu	(734) 462-4419	
Disability Support Services	dss@schoolcraft.edu	(734) 462-4330	
Distance Learning	dl@schoolcraft.edu	(734) 462-4573	
Duplication Design Center	ddc@schoolcraft.edu	(734) 462-5314	
Facilities Management		(734) 462-4425	
Faculty Evaluation Coordinator		(734) 462-7668	
Financial Aid	finaid@schoolcraft.edu	(734) 462-4433	
Fitness Center	scfitnesscenter@schoolcraft.edu	(734) 462-4348	
Global Endorsement	international@schoolcraft.edu	(734) 462-7182	
Henry's Food Court		(734) 462-4400	5903
Honors Program	honors@schoolcraft.edu	(734) 462-7671	
Human Resources	hr@schoolcraft.edu	(734) 462-4408	
Hybrid	dl@schoolcraft.edu	(734) 462-4525	
Learning Assistance Center (Livonia)	lac@schoolcraft.edu	(734) 462-4436	
Learning Assistance Center (Radcliff)	lacrc@schoolcraft.edu	(734) 462-4755	

College Department	Email	Telephone	Ext.
Liberal Arts	liberalarts@schoolcraft.edu	(734) 462-4435	
Library – Circulation	library@schoolcraft.edu	(734) 462-4440	
Library – Reference	library@schoolcraft.edu	(734) 462-5316	
Media Services (Livonia)	media@schoolcraft.edu	(734) 462-5330	
Media Services (Radcliff)		(734) 462-4745	
Occupational Programs	bustech@schoolcraft.edu	(734) 462-4530	
Office of Instruction (Vice President and CAO)		(734)462-4334	
Open Entry/Open Exit	dl@schoolcraft.edu	(734) 462-4481	
Operations, Curriculum and Assessment	instruction@schoolcraft.edu	(734) 462-4419	
Payroll	payroll@schoolcraft.edu	(734) 462-5368 (734) 462-5369	
Peer Assisted Learning (PALs)		(734) 462-5326	
Radcliff Center Main Office	radcliff@schoolcraft.edu	(734) 462-4770	
Registration (Traditional & CEPD)	registration@schoolcraft.edu	(734) 462-4426	
Service Learning	servicelearning@schoolcraft.edu	(734) 462-7181	
Student Activities	sao@schoolcraft.edu	(734) 462-4422	
Student Athlete Support Service		(734) 462-7672	
Student Records	screcords@schoolcraft.edu	(734) 462-4677	
Testing Center (Assessment)	testing@schoolcraft.edu	(734) 462-4806	
Writing Fellows	fellows@schoolcraft.edu	(734) 462-4436	

Schoolcraft College