Note: Contents are subject to change frequently because of pandemic conditions. Please contact individuals or departments for the most up-to-date information.
Mission, Vision, & Values

Mission
West Shore Community College’s mission is to make our community a better place in which to learn, live, work and prosper.

Vision
Our vision is to be one of America’s premier community colleges, driven by a passion for:
- Assuring student success;
- Serving our entire community; and
- Pursuing greatness.

Core Values
West Shore Community College values people first. As we pursue greatness, we are guided by these values:
- Learning: Creating opportunities for gaining core abilities, workplace skills, and lifelong personal growth.
- Integrity: Honoring our commitments and promises with openness and mutual respect.
- Excellence: Striving for greatness through a positive attitude and continuous improvement.
- Inclusiveness: Building community through teamwork, collaboration and outreach.
- Creativity: Opening our minds and the minds of our students to infinite possibilities.

Equal Opportunity Statement:
West Shore Community College is committed to providing a working and learning environment that is free from discrimination, harassment and retaliation. West Shore is committed to equal opportunity in education and employment, affirmative action, diversity, and compliance with the Americans with Disabilities Act.

The college prohibits discrimination in admissions, employment, and access to college programs, activities and services on the basis of race, color, national origin, sex, marital status, familial relationship, sexual orientation, pregnancy, age, disability, religion, expunged juvenile record, or veterans’ status. This commitment is made by the college in accordance with federal, state and local laws and regulations.

Inquiries may be directed to the Director of Human Resources/Title IX Coordinator, West Shore Community College, 3000 N. Stiles Road, Scottville, MI 49454, (231) 845-6211. Inquiries regarding Section 504 may be directed to the Dean of Student Services at (231) 843-5965.
# Quick Contact List
See Key People on p. 5 for photos and Appendix A for full directory.

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Arts &amp; Sciences</td>
<td>Vacant; contact Mark Kinney at (231) 843-5923, <a href="mailto:mkinney@westshore.edu">mkinney@westshore.edu</a></td>
</tr>
<tr>
<td>Arts &amp; Sciences Administrative Assistant</td>
<td>Tami Stadler: (231) 843-5966, <a href="mailto:tmstadler@westshore.edu">tmstadler@westshore.edu</a></td>
</tr>
<tr>
<td>Dean of Occupational Programs</td>
<td>Christy Christmas: (231) 843-5834, <a href="mailto:cchristmas1@westshore.edu">cchristmas1@westshore.edu</a></td>
</tr>
<tr>
<td>Occupational Programs Administrative Assistant</td>
<td>Wanell Cabot: (231) 843-5818, <a href="mailto:wkcabot@westshore.edu">wkcabot@westshore.edu</a></td>
</tr>
<tr>
<td>Dean of Student Services</td>
<td>Chad Inabinet: (231) 843-5965, <a href="mailto:cainabinet@westshore.edu">cainabinet@westshore.edu</a></td>
</tr>
<tr>
<td>Arts &amp; Humanities Division</td>
<td>Matt Sanderson: (231) 843-5937, <a href="mailto:mwsanderson@westshore.edu">mwsanderson@westshore.edu</a></td>
</tr>
<tr>
<td>Business Division</td>
<td>Connie Schwass: (231) 843-5939, <a href="mailto:cmschwass@westshore.edu">cmschwass@westshore.edu</a></td>
</tr>
<tr>
<td>Communications Division</td>
<td>Jennifer Lundberg Anders: (231) 843-5784, <a href="mailto:jalundberg@westshore.edu">jalundberg@westshore.edu</a></td>
</tr>
<tr>
<td>Criminal Justice &amp; Corrections Division</td>
<td>John O'Hagan: (231) 843-5831, <a href="mailto:johagan1@westshore.edu">johagan1@westshore.edu</a></td>
</tr>
<tr>
<td>Manufacturing Division</td>
<td>Christy Christmas: (231) 843-5834, <a href="mailto:cchristmas1@westshore.edu">cchristmas1@westshore.edu</a></td>
</tr>
<tr>
<td>Math Division</td>
<td>Wade James: (231) 843-5871, <a href="mailto:wjames@westshore.edu">wjames@westshore.edu</a></td>
</tr>
<tr>
<td>Nursing &amp; Allied Health Division</td>
<td>Rochelle Boes: (231) 843-5806, <a href="mailto:rboes@westshore.edu">rboes@westshore.edu</a></td>
</tr>
<tr>
<td>Science Division</td>
<td>Sonja Siewert: (231) 843-5945, <a href="mailto:ssiewert@westshore.edu">ssiewert@westshore.edu</a></td>
</tr>
<tr>
<td>Social Science Division</td>
<td>Mike Nagle: (231) 843-5905, <a href="mailto:mwnagle@westshore.edu">mwnagle@westshore.edu</a></td>
</tr>
<tr>
<td>Absences or cancelling classes</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Adjunct faculty benefits</td>
<td>Jessica Keith: (231) 843-5986, <a href="mailto:jkeith@westshore.edu">jkeith@westshore.edu</a></td>
</tr>
<tr>
<td>Adjunct faculty handbooks</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Cheryl Hogan: (231) 843-5864, <a href="mailto:clhogan@westshore.edu">clhogan@westshore.edu</a></td>
</tr>
<tr>
<td>Business &amp; Community Education (BCE) and Business Opportunity Center (BOC)</td>
<td>Crystal Young: (231) 843-5731, <a href="mailto:cyoung2@westshore.edu">cyoung2@westshore.edu</a> or Cara Giampalva: (231) 843-5825, <a href="mailto:cemitchell@westshore.edu">cemitchell@westshore.edu</a></td>
</tr>
<tr>
<td>Canvas or video recording</td>
<td>Tom Alway: (231) 843-5967, <a href="mailto:talway@westshore.edu">talway@westshore.edu</a></td>
</tr>
<tr>
<td>Changing contact information</td>
<td>Jessica Keith: (231) 843-5986, <a href="mailto:jkeith@westshore.edu">jkeith@westshore.edu</a></td>
</tr>
<tr>
<td>Classroom or office supplies</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Copier or copier code issues</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Course evaluations</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Disability Access Services</td>
<td>Julie Dill: (231) 843-5942, <a href="mailto:jdill@westshore.edu">jdill@westshore.edu</a></td>
</tr>
<tr>
<td>FERPA (release of student information) questions</td>
<td>Jill Sweet: (231) 843-5318, <a href="mailto:jmsweet@westshore.edu">jmsweet@westshore.edu</a></td>
</tr>
<tr>
<td>Topic</td>
<td>Contact Information</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Financial aid questions</td>
<td>Pat Paxton or Rebekah Schaub: (231) 843-5510, <a href="mailto:finaid@westshore.edu">finaid@westshore.edu</a></td>
</tr>
<tr>
<td>Learning &amp; Testing Center</td>
<td>Amy Pepper: (231) 843-5906, <a href="mailto:apepper@westshore.edu">apepper@westshore.edu</a> or Kris Ivester: (231) 843-5907, <a href="mailto:kivester@westshore.edu">kivester@westshore.edu</a></td>
</tr>
<tr>
<td>Library</td>
<td>Renee Snodgrass: (231) 843-5869, <a href="mailto:rsnodgrass@westshore.edu">rsnodgrass@westshore.edu</a></td>
</tr>
<tr>
<td>Locked rooms</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Maintenance issues</td>
<td>Wanell Cabot or Tami Stadler</td>
</tr>
<tr>
<td>Manistee County Education Center</td>
<td>Craig Peterson: (231) 843-5920, <a href="mailto:capeterson@westshore.edu">capeterson@westshore.edu</a></td>
</tr>
<tr>
<td>Medical emergency</td>
<td>911, then campus operator: Dial 0 on campus phone</td>
</tr>
<tr>
<td>Midterm or final grades issues</td>
<td>Irma Hinojosa: (231) 843-5862, <a href="mailto:ihinojosa@westshore.edu">ihinojosa@westshore.edu</a></td>
</tr>
<tr>
<td>my.westshore.edu questions</td>
<td>Help Desk: 5570 on campus, (231) 843-5570, <a href="mailto:helpdesk@westshore.edu">helpdesk@westshore.edu</a></td>
</tr>
<tr>
<td>Payroll concerns</td>
<td>Cindy Lopez: (231) 843-5845, <a href="mailto:clopez@westshore.edu">clopez@westshore.edu</a></td>
</tr>
<tr>
<td>Safety concerns</td>
<td>Maintenance: (231) 843-9608</td>
</tr>
<tr>
<td>Student activities, including Student Senate and student organizations</td>
<td>Annie Jacobson: (231) 845-3329, <a href="mailto:ajacobson@westshore.edu">ajacobson@westshore.edu</a></td>
</tr>
<tr>
<td>Student behavior concerns</td>
<td>Chad Inabinet: (231) 843-5965, <a href="mailto:ceinabinet@westshore.edu">ceinabinet@westshore.edu</a></td>
</tr>
<tr>
<td>Student resources, including counseling and emergency funding</td>
<td>Julie Dill: (231) 843-5942, <a href="mailto:jdill@westshore.edu">jdill@westshore.edu</a></td>
</tr>
<tr>
<td>Student Services, including admissions, advising, registration, and transcripts</td>
<td>(231) 843-5510, <a href="mailto:studentservices@westshore.edu">studentservices@westshore.edu</a></td>
</tr>
<tr>
<td>Syllabus guidelines</td>
<td>See Appendix N1 or immediate supervisor</td>
</tr>
<tr>
<td>Technology issues, including logins and passwords</td>
<td>Help Desk: 5570 on campus, (231) 843-5570, <a href="mailto:helpdesk@westshore.edu">helpdesk@westshore.edu</a></td>
</tr>
<tr>
<td>Title IX (sexual harassment and gender non-discrimination policy)</td>
<td>Debbie Campbell: (231) 843-5819, <a href="mailto:djcampbell@westshore.edu">djcampbell@westshore.edu</a> or Chad Inabinet: (231) 843-5965, <a href="mailto:ceinabinet@westshore.edu">ceinabinet@westshore.edu</a></td>
</tr>
<tr>
<td>Tutoring</td>
<td>Gail Kowalski: (231) 843-5877, <a href="mailto:gmkowalski@westshore.edu">gmkowalski@westshore.edu</a></td>
</tr>
<tr>
<td>Vehicle will not start</td>
<td>Wanell Cabot or Tami Stadler until 4:30, then Maintenance: (231) 843-9608</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Jodi Radloff: (231) 843-5554, <a href="mailto:jradloff@westshore.edu">jradloff@westshore.edu</a></td>
</tr>
<tr>
<td>WSCC Alerts notifications</td>
<td>Craig Peterson: (231) 843-5920, <a href="mailto:capeterson@westshore.edu">capeterson@westshore.edu</a></td>
</tr>
</tbody>
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Letter from the President

Dear Adjunct Faculty,

Welcome to the 2020-21 academic year, a year like no other in the history of West Shore Community College. Thank you for continuing with, or starting at, the College’s support of students and our communities during this critical time. As our communities need the support of the College, the College requires a strong adjunct workforce to be successful. My appreciation for your support of the College mission in serving students and our communities cannot be expressed enough in words.

You are an essential part of our commitment to offering high-quality, relevant courses and programs at convenient times and locations that our students need and deserve. You bring first-hand experiences and understanding of what skills and knowledge the local community needs and expects its current and future workforce to possess. We are here to support you and to provide you with the resources needed in the vital role you have in helping our students succeed. This academic year, more than ever, may require additional resources, whether training, equipment, or supplies. Please ask for any assistance you think would better enable you to perform to the best of your ability. Understand that includes not just how you can better deliver instruction but also how we can help make the experience better for you, including relieving stress during these trying times.

I sincerely hope that your experience is professionally satisfying and personally rewarding. Thank you again for your service to our students and communities.

Gratefully,

Scott Ward
President
## Academic Calendar

### Fall 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; fee payment due by noon</td>
<td>August 6</td>
</tr>
<tr>
<td>Late web registration</td>
<td>August 6 – 30</td>
</tr>
<tr>
<td>In-service for staff, full-time and adjunct faculty</td>
<td>August 25 – 27</td>
</tr>
<tr>
<td>First day of classes</td>
<td>August 31</td>
</tr>
<tr>
<td>Syllabus due to Tami Stadler or Wanell Cabot</td>
<td>September 7</td>
</tr>
<tr>
<td>No classes (in observation of the Labor Day holiday)</td>
<td>September 7 – 8</td>
</tr>
<tr>
<td>Attendance report from faculty due to Student Services</td>
<td>September 15</td>
</tr>
<tr>
<td>Students’ last day to drop with 100% refund</td>
<td>September 16</td>
</tr>
<tr>
<td>Deadline to apply for graduation</td>
<td>October 1</td>
</tr>
<tr>
<td>Midterm</td>
<td>October 23</td>
</tr>
<tr>
<td>Midterm grades due by midnight</td>
<td>October 25</td>
</tr>
<tr>
<td>Last day to withdraw (no refund)</td>
<td>November 19</td>
</tr>
<tr>
<td>No classes (in observation of the Thanksgiving holiday)</td>
<td>November 25 – 27</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 18</td>
</tr>
<tr>
<td>Final grades are due by 5 PM</td>
<td>December 21</td>
</tr>
<tr>
<td>Faculty access to course evaluations</td>
<td>December 17</td>
</tr>
<tr>
<td>Mileage report due</td>
<td>January 2</td>
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### Winter 2021

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Early registration for currently enrolled students</td>
<td>October 26</td>
</tr>
<tr>
<td>Registration for all others</td>
<td>November 2</td>
</tr>
<tr>
<td>Tuition &amp; fee payment due by noon</td>
<td>December 3</td>
</tr>
<tr>
<td>Late web registration</td>
<td>December 3 - January 10</td>
</tr>
<tr>
<td>In-service for staff, full-time and adjunct faculty</td>
<td>January 6-8 (Tentative)</td>
</tr>
<tr>
<td>First day of classes</td>
<td>January 11</td>
</tr>
<tr>
<td>Syllabus due to Tami Stadler or Wanell Cabot</td>
<td>January 18</td>
</tr>
<tr>
<td>Attendance report from faculty due to Student Services</td>
<td>January 21</td>
</tr>
<tr>
<td>Last day to drop with 100% refund</td>
<td>January 22</td>
</tr>
<tr>
<td>Deadline to apply for graduation</td>
<td>February 1</td>
</tr>
<tr>
<td>Midterm</td>
<td>March 5</td>
</tr>
<tr>
<td>Midterm grades due by midnight</td>
<td>March 7</td>
</tr>
<tr>
<td>Spring break (no classes)</td>
<td>March 29 – April 2</td>
</tr>
<tr>
<td>Last day to withdraw (no refund)</td>
<td>April 7</td>
</tr>
<tr>
<td>Awards program</td>
<td>April 22</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 30</td>
</tr>
<tr>
<td>Commencement</td>
<td>April 30 at 7 p.m.</td>
</tr>
<tr>
<td>Final grades are due by 5 PM</td>
<td>May 3</td>
</tr>
<tr>
<td>Faculty access to course evaluations</td>
<td>May 5</td>
</tr>
<tr>
<td>Mileage report due</td>
<td>May 20</td>
</tr>
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### Summer 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to drop with 100% refund</td>
<td>June 5</td>
</tr>
<tr>
<td>Attendance report from faculty due to Student Services</td>
<td>June 4</td>
</tr>
<tr>
<td>Midterm</td>
<td>TBD</td>
</tr>
<tr>
<td>Last day to withdraw (no refund)</td>
<td>TBD</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>July 24</td>
</tr>
<tr>
<td>Final grades are due by 5 PM</td>
<td>July 27</td>
</tr>
</tbody>
</table>

### Fall 2021

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service for staff, full-time and adjunct faculty</td>
<td>August 17-19 (Tentative)</td>
</tr>
<tr>
<td>First day of classes</td>
<td>August 22</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 9</td>
</tr>
</tbody>
</table>
# Degrees & Certificates

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major Areas of Study</th>
</tr>
</thead>
</table>
| Associate of Arts (AA)  
*Intended for transfer*                                                  | Arts & Humanities, Business, Communications, Computer Science, Criminal Justice, Digital Literacy, Social Science |
| Associate of Science (AS)  
*Intended for transfer*                                                  | Health Related                                                                      |
| Associate of Applied Arts & Sciences (AAAS)  
*Occupational/Intended for employment or transfer*                      | Accounting                                                                          |
|                                                                      | Ag Science – Fruit and Vegetable                                                   |
|                                                                      | Crop Management (with MSU)                                                          |
|                                                                      | Agricultural Operations (with MSU)                                                  |
|                                                                      | Associate Degree Nursing                                                             |
|                                                                      | Computer Support Services                                                           |
|                                                                      | Corrections                                                                          |
|                                                                      | Early Childhood Education                                                            |
|                                                                      | Electrical-Electronics                                                               |
|                                                                      | Game Design and Animation                                                            |
|                                                                      | Law Enforcement                                                                      |
|                                                                      | Marketing/Management                                                                 |
|                                                                      | Mechanical Systems                                                                   |
|                                                                      | Mechatronics                                                                         |
|                                                                      | Medical Assistant – Business                                                         |
|                                                                      | Medical Office Focus                                                                 |
| Associate of General Studies (AGS)                                     | This degree is only recommended on a case-by-case basis.                             |
| Michigan Transfer Agreement (MTA)  
*Intended for transfer*                                                  | This block of 30 credits is transferrable to most of the four-year institutions in the state. |
| Certificate  
*Occupational/Intended for employment*                               | Business Skills                                                                      |
|                                                                      | Corrections                                                                          |
|                                                                      | Early Childhood Education                                                            |
|                                                                      | Electrical-Electronics                                                               |
|                                                                      | Emergency Medical Technician (EMT)                                                   |
|                                                                      | Emergency Telecommunicator                                                           |
|                                                                      | Law Enforcement                                                                      |
|                                                                      | Mechanical Systems                                                                   |
|                                                                      | Mechatronics                                                                         |
|                                                                      | Medical Assistant                                                                    |
|                                                                      | Medical Office                                                                        |
|                                                                      | Medical Office Biller/Coder                                                          |
|                                                                      | Multi-Skilled Health Care                                                            |
|                                                                      | Network Services                                                                     |
|                                                                      | Office Information Systems                                                           |
|                                                                      | Practical Nursing                                                                    |
|                                                                      | Precision Machine Technology                                                         |
|                                                                      | Software Development                                                                 |
|                                                                      | Welding                                                                              |

For more information about degrees and certificates, go to acalog.westshore.edu.
# Key People for Adjunct Faculty
See Appendix A for the full directory.

## College Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasha Dault</td>
<td>Administrative Assistant</td>
<td><a href="mailto:tdault@westshore.edu">tdault@westshore.edu</a> (231) 843-5805</td>
</tr>
<tr>
<td>Thom Hawley</td>
<td>Executive Director of College Relations</td>
<td><a href="mailto:tahawley@westshore.edu">tahawley@westshore.edu</a> (231) 843-5803</td>
</tr>
<tr>
<td>Mark Kinney, EdD</td>
<td>Vice President of Academics &amp; Student Services</td>
<td><a href="mailto:mkinney@westshore.edu">mkinney@westshore.edu</a> (231) 843-5923</td>
</tr>
<tr>
<td>Cara Giammalva</td>
<td>Administrative Assistant, BOC and Dean</td>
<td><a href="mailto:cemitchell@westshore.edu">cemitchell@westshore.edu</a> (231) 843-5825</td>
</tr>
<tr>
<td>Steve Sparling, MS</td>
<td>Director of Institutional Research</td>
<td><a href="mailto:ssparling@westshore.edu">ssparling@westshore.edu</a> (231) 843-5824</td>
</tr>
<tr>
<td>Lisa Stankowski</td>
<td>Executive Assistant to the President</td>
<td><a href="mailto:lstankowski@westshore.edu">lstankowski@westshore.edu</a> (231) 843-5802</td>
</tr>
<tr>
<td>Scott Ward, MBA</td>
<td>President</td>
<td><a href="mailto:scward@westshore.edu">scward@westshore.edu</a> (231) 843-5844</td>
</tr>
<tr>
<td>Crystal Young</td>
<td>Director of Business Opportunity Center</td>
<td><a href="mailto:cyoung2@westshore.edu">cyoung2@westshore.edu</a> (231) 843-5731</td>
</tr>
</tbody>
</table>

## Academic Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanell Cabot</td>
<td>Administrative Assistant for Occupational Programs</td>
<td><a href="mailto:wkcabot@westshore.edu">wkcabot@westshore.edu</a> (231) 843-5818</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
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HR and Payroll

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Division Chairs and Program Directors

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Academic Resources

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Schoenherr Campus Center 722
jmsweet@westshore.edu
(231) 843-5918
Campus Map
See Appendix B for interior maps of main campus buildings.

<table>
<thead>
<tr>
<th>Building</th>
<th>Room Numbers</th>
<th>Departments &amp; Key Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoenherr Campus Center</td>
<td>700s</td>
<td>The Fox Den (café), Disability Access Services, Learning &amp; Testing Center, Library, Student Services, Tutoring Center, Writing Center</td>
</tr>
<tr>
<td>Technical Center</td>
<td>100s</td>
<td>Allied Health, ASM-Tech, Computer Labs, Manufacturing Technologies (OEOE), Nursing, Secondary CTE, and WSESD</td>
</tr>
<tr>
<td>Arts &amp; Sciences Center</td>
<td>100s</td>
<td>Center Stage Theater, Manierre Dawson Gallery</td>
</tr>
<tr>
<td>Administrative &amp; Conference Building</td>
<td>100s</td>
<td>North Lounge, MBT Room, ACB Café/Old Café, HR Office</td>
</tr>
<tr>
<td>Recreation Center</td>
<td>400s</td>
<td>Wellness Center, MSU Extension, Secondary CTE Criminal Justice</td>
</tr>
<tr>
<td>Auto Repair &amp; Agricultural Science</td>
<td></td>
<td>WSCC/MSU Agricultural Science, Secondary CTE Agricultural Science, WSESD CTE Auto Repair, WSESD Employability Skills</td>
</tr>
</tbody>
</table>
Additional Sites

Riemer Regional Public Safety Training Center
6050 N. US-31
Free Soil, MI 49411
(231) 843-5831

Coming Soon
Meetings and class sessions at 400 River Street in Downtown Manistee! (former Glik’s building)

Manistee County Education Center
at Munson Healthcare Manistee Hospital
1465 E Parkdale (US-31)
Manistee, MI 49660
Office phone: (231) 398-1688
Craig Peterson: (231) 843-5978

Direct Credit High School and Career Tech Partners

Brethren Middle/High School
4400 N High Bridge Rd.
Brethren, MI 49619

Manistee Middle/High School
525 Twelfth St.
Manistee, MI 49660

Newaygo County Career Technical Center
4645 W 48th St.
Fremont, MI 49412

Wexford-Missaukee Career Technical Center
9901 E 13th St.
Cadillac, MI 49601
Administrative Assistants for Adjuncts

Two administrative assistants are available to assist you: Wanell Cabot in the Technical Center for Occupational Programs and Tami Stadler in the Arts & Sciences Center for Arts & Sciences programs. Feel free to contact them if you have any questions.

For supplies and questions about general classroom and institutional matters, adjuncts can contact either administrative assistant, whoever is closest to where they teach or their offices are located.

For payroll, ID, technology access information (email, username, and password), office and classroom scheduling, and canceling of any class, all adjuncts should contact their Administrative Assistant.

Adjunct Compensation

Adjunct faculty include all part-time faculty contracted for the instruction of college curricula whether they are paid through WSCC or EDUStaff. Adjunct faculty are typically scheduled for no more than 12 contact hours in the Fall and Winter Semesters and no more than 6 contact hours in the Summer semester. Adjuncts are paid at a base rate according to the degree(s) earned. For 2020-2021 the pay rates are:

**EDUStaff and Retirees**
- MA or above: $750.00 equated (lecture, lab, and/or clinical) hour
- Less than MA: $675.00 equated (lecture, lab, and/or clinical) hour

**WSCC (adjuncts who are vested, or close to being vested, with MPSERS and elected to remain)**
- MA or above: $675.00 equated (lecture, lab, and/or clinical) hour
- Less than MA: $605.00 equated (lecture, lab, and/or clinical) hour

Adjuncts are paid every other week. Individuals paid through EDUStaff have the option of direct deposit or payroll card, and individuals paid through WSCC have the option of direct deposit or check. Most adjuncts will receive their pay spread over 9 payments, their first Fall semester payment on September 4, 2020, and first Winter Semester payment on January 22, 2021, provided the contract is returned by the due date. For those who teach a partial semester schedule, payroll dates will align with the regular payroll schedule coinciding with the teaching dates. For a sample contract see Appendix D.

College procedure HR 46: Part-Time Faculty Compensation (Appendix C) identifies how load is calculated, mileage reimbursement and mileage stipends. Faculty who drive 100 or more miles per week are eligible to receive a travel reimbursement at the end of the semester.

In addition to salary, adjunct faculty members can enjoy the following benefits during the semester they are contracted:
- Tuition reimbursement for WSCC classes (also available to eligible dependents)
- Access to the Wellness Center during the semester you are teaching (also available to eligible dependents)
- Access to LinkedIn Learning to supplement professional development
- Mileage stipend if driving more than 100 miles per week to teach classes
- Eligibility for institution-supported conference and/or workshop attendance (stipends may be available for adjuncts who participate in specified training sessions).
**Key Administrative Information**

**my.westshore.edu**
Diverse information for full-time and adjunct faculty, staff, and students can be found at my.westshore.edu. Using your WSCC login information, go to my.westshore.edu to retrieve the following:
- Pay statements and tax information (for those receiving pay from WSCC)
- Class Rosters
- Student Contact Information

Midterm and final grades are also posted in my.westshore.edu (more information about submitting grades appears in Appendices P and Q).

**EDUStaff**
The college has partnered with EDUStaff to provide third party payroll and staffing solutions. A variety of information for those adjuncts paid through EDUStaff can be found by visiting edustaff.org and logging in with the username and password you initially set up when completing your new hire paperwork. Go to edustaff.org to retrieve the following:
- Pay statements and tax information
- Direct deposit information
- GCN Training Modules

**Faculty Absences: Emergencies and Planned**
If an emergency arises and you need to be absent, please take the following steps:
- Email your students.
- Place an announcement in your Canvas course shell.
- Call Tami or Wanell to inform them that you will be absent so that they can post a notice on the website and on the door outside of the classroom. If you do not speak with Tami or Wanell directly, provide a number where you can be reached.
- Contact your chair or director.

Adjunct instructors are expected to teach courses as scheduled. If an absence is necessary, instructors need to work with the department chair on how class material will be covered. If absences become persistent, instructors must meet with the department chair regarding expected duration of absence. In cases where a substitute needs to be hired, it is likely that pay will be adjusted.
WSCC ID, Login, and Password Reset

After your paperwork has been received by HR, your WSCC ID will be promulgated as well as computer access and email address. These will be sent to you at your personal email address. You may also check with Tami or Wanell if you haven’t received this information within approximately 5 days after completing the paperwork upon hiring.

Every four months, you will be asked to reset your password to better ensure security within the WSCC system. You are able to do this from on or off campus using the password management tool. From the West Shore webpage, go to Quick Links and choose Password Management. If you have questions, contact the Help Desk at helpdesk@westshore.edu.

Your ID number serves as your code number at most copy machines on campus and your library check-out code.

Your WSCC username and password can be used to log into the following:
- Computers and laptops
- Email when off-campus
- Student information system at my.westshore.edu
- Canvas, the learning management system used in every course
- Office 365
- OneDrive
- SharePoint
- Library databases when off-campus

Email and Forwarding

Every employee and student is issued a @westshore.edu email address. Please use this email address to communicate with students, as using the WSCC system models professional protocols and it also enables IT (Information Technology) to verify that students received your messages.

You are able to forward your WSCC email to a different email account. If you do so, however, please check your WSCC email once a week to make sure that you are receiving important college information. If you have questions about your email account or how to forward your WSCC email, contact helpdesk@westshore.edu.

Office 365

Office 365 provides the same Microsoft Office programs that you are used to, including Word, Excel, PowerPoint, and OneNote, in the cloud. To access these programs:
- Go to the WSCC webpage
- Hover over Quick Links in the top right of the screen and choose OneDrive
- Log in using your WSCC username and password
Key Administrative Information

- Click on the “apps” icon in the upper left corner (see red circle below), which will display all of the Microsoft apps that you have access to.
  If you aren’t teaching at WSCC for a semester, contact the Help Desk to learn how you might be able to access these programs yourself.

If you have questions about Office 365, contact helpdesk@westshore.edu.

Cloud Storage
There are two kinds of cloud storage at WSCC, an individual storage account—called OneDrive, and an institutional storage—called SharePoint.

OneDrive allows full time and adjunct faculty, staff, and students unlimited storage in the cloud. Cloud storage allows you access to the same version of a document whether you are on campus, at home, or somewhere else. You only need Internet access. No more thumb drives or emailing documents to yourself to have the most recent version. Files stored in the cloud on OneDrive can also be shared.

To access OneDrive, go to the WSCC webpage at www.westshore.edu and click on OneDrive, located on the blue bar at the top and follow the prompts. If you aren’t teaching here for a semester, contact the Help Desk to ensure retrieval of your files stored in your WSCC OneDrive account. If you have questions about OneDrive, contact helpdesk@westshore.edu.

SharePoint is a cloud storage system for programs and departments throughout the college. To access it, go to the WSCC webpage and click on SharePoint, which is on the blue bar at the top. If you have questions about SharePoint, contact the helpdesk@westshore.edu.

Phones and Voicemail
When using a phone on campus to call another person or department on campus, you only need to dial the last four digits of the number. To set up your voicemail, see Appendix E. For assistance, contact helpdesk@westshore.edu or call (231) 843-5570.
**Key Administrative Information**

**myNotify**
MyNotify is a system that will send automatic text and/or email messages regarding campus class cancellations. This is a fast way for students to receive accurate information that is timely (but not of an emergency nature. For that, see WSCC Alerts, below).

Encourage your students to sign up to receive “Class Cancellation” messages on myNotify. They will only receive notifications about their own classes. Learning a class is canceled before arriving on campus makes it well worth their time to enroll. For instructions to share with students on how they can sign up for myNotify, see Appendix F.

**WSCC Alerts**
**Emergency Notification System**
We have implemented an emergency notification system, powered by Rave Mobile Safety. This system allows the college to send emergency notification messages to all registered faculty, staff, and students regarding such matters as campus closing due to inclement weather, fire or other danger, shooter on campus, etc. This is the fastest way to receive accurate information about any emergency event.

To register for WSCC Alerts, go to the following website: https://www.getrave.com/login/westshore.

Sign in using your current WSCC email address and current network password. You will then be prompted to complete the registration process and choose your notification preferences. Note that your cellular phone provider may charge a per-text message fee for the delivery of emergency notifications to your phone. In order to receive emergency messages, keep this information current at all times. Direct your students to keep this information current. Notifications of class cancellations are sent to them through this system as well.

If you have questions, contact Craig Peterson in IT.

**Offices, Keys, and Mailboxes**
If space is available, adjunct instructors with 2 or more classes may have an office shared with other adjuncts. Your mailbox will be in the Arts & Sciences faculty wing or the Tech Center office. If you need an office, keys for your office, or your mailbox location, contact Tami or Wanell. Please note that office numbers in the Arts & Sciences and Tech Centers have changed. See the maps in Appendix B or contact Tami and Wanell for more information.
**Inclement Weather and other Emergency Closings**

If West Shore closes due to weather or other circumstances, you can find emergency closing information at the following sources:

- Your email, voicemail, or text as identified via WSCC Alerts (see WSCC Alerts, above)
- WSCC website
- WSCC recording at (231) 845-6211
- Local radio stations
- Local TV stations

If WSCC campus is closed, all classes at off-site locations are also automatically canceled. See Appendix G for further explanation of the inclement weather policy.

If WSCC does not cancel its classes, instructors are expected to teach. If you are not able to reach your teaching location because of unsafe conditions, follow the procedures for Faculty Absences: Planned and Emergencies, on page 13.

**Emergency Protocols**

Protocols for emergencies are posted in classrooms on the main campus, Manistee Center, and in other locations where WSCC offers classes. See Appendix H for the main campus and Appendix T for Manistee. The key steps are:

- Assess the situation.
- Separate from the danger, if possible.
- Call 911.
- If you are on the main campus, dial 0 for the operator, or if the switchboard is closed, call the maintenance radio at 843-9608 or the security cell phone at 510-7930. For Manistee, also dial 0 for the hospital operator. Notifying central offices will help others direct 911 responders to your classroom.
Student Behavior
WSCC students must follow WSCC’s code of conduct. The Campus Standards Policy defines appropriate and inappropriate behavior for students. A protocol of action is taken if student behavior is inappropriate to the situation, whether in the hallways, classrooms, parking lots, or elsewhere at any site where WSCC offers classes or student activities. Procedures are highlighted below; for the full policy and procedure for academic misconduct, contact Chad Inabinet, Dean of Student Services.

In the Classroom
Behavior in the classroom is a classroom management matter unless the behavior is threatening or the student doesn’t stop her/his behavior, making teaching and learning difficult.

Incidents of inappropriate conduct in the classroom that aren’t easily resolved should be discussed with your Chair or Program Director or, if this person isn’t available, report the incident to Tami or Wanell, who will bring it to the attention of the Chair, Program Director, or Dean. At any point, the Dean of Occupational Programs, Christy Christmas, or for Arts & Sciences faculty, the Vice President of Academics and Student Services, Mark Kinney, may be called in to speak with students to help manage classroom behavior.

Most incidents are manageable. Here is a protocol to help contain and resolve disruptive behavior.

- First incident: Do not stop class; ask the student to quiet down and continue teaching if you are able. Following class, speak with the student where appropriate and report the incident to your Chair or Program Director, especially if you think it may happen again.
- Second incident or continuation of disruptive behavior: Pause the class and talk to the student privately and explain that his/her behavior is not appropriate. Return to classroom instruction. Following class, speak with the student where appropriate and report the incident to your Chair or Program Director.
- Third or egregious incident or continuation and escalation of previous behavior: If you cannot continue to teach as a result of the behavior, ask the student to leave.
  - If the student refuses to leave and the situation is not life-threatening, call Tami or Wanell, who will locate the appropriate dean or other administrator.
  - If you do not reach a live person, call the Maintenance radio at extension 9608 or security cell phone at (231) 510-7930.
  - Suspend the class or, if you think the situation is dangerous, end the class for the day.
  - Immediately following the class, report the incident to your Chair or Program Director or the appropriate dean, who will follow up appropriately.
If you perceive the student is placing her/himself or anyone else in danger, seek safety first if you are able for your students and yourself, and call 911 immediately. Then contact the college operator at 0, if you are on campus. If you are at Manistee, after calling 911, dial (231) 398-1395. Permanent removal of a student from the classroom requires an investigation and hearing with the Dean of Student Services and may include others.

Outside the Classroom
Incidents of inappropriate behavior outside the classroom should be reported to your Chair or Program Director or to Tami or Wanell. Non-classroom incidents are handled by the Dean of Students Chad Inabinet, who will be contacted immediately. As in the classroom, any behavior that places the student her/him-self in danger or others warrants immediate attention: call 911 or notify any WSCC person to get help.

Academic Integrity and Academic Misconduct
The guidelines for ethical academic conduct apply to the entire institution, but individual faculty members are encouraged to clarify in their course syllabi any policies or procedures particular to their courses. Instances of academic misconduct will be tracked. The sanctions imposed on a student for such misconduct will generally increase with repeated offenses, a reflection of the institution’s commitment to academic integrity.

Academic misconduct includes, but may not be limited to, the following acts:

- Plagiarism
- Fabrication
- Cheating
- Enabling academic dishonesty by allowing others to use one’s work or by providing unauthorized access to test questions
- Substituting another’s work as one’s own
- Taking an exam, writing a report, etc., for another without attribution or authorization
- Denying others access to information or material
- Unauthorized and/or unreported collaboration on assignments
- Unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one’s own with or without authorization
- Falsifying records or providing misinformation regarding one’s credentials; and
- Failure to report known instances of academic misconduct

Faculty should assess the type and extent of the academic misconduct and discuss this with the student. If the faculty member determines it is a teaching-learning moment, the matter may be resolved at this level, including a review of proper citation methods, reworking of the assignment by the student, an extra assignment, and/or grade reduction. If the faculty member deems the misconduct should be reported, they should email their Chair or Director describing the misconduct and attaching pertinent materials,
which could include such items as the student’s original work, Turnitin.com report, and source materials providing evidence of plagiarism.

**FERPA: Students’ Educational Privacy Rights**

Family Educational Rights and Privacy Act (FERPA) mandates that faculty are permitted to talk only to the student about any aspect of their coursework (class, grades, attendance, etc.) unless the student has given permission directly to you to speak to someone else, such as a parent or spouse. Faculty must verify this permission before speaking to others about a student’s performance by contacting Student Services at (231) 843-5510. For specific information that can and cannot be released, see Appendix I.

Some of your classes may include high school students, whose parents may contact you for information. While they are accustomed to talking with high school teachers, you as a college faculty member may not speak with a parent about the student’s performance unless the student has specifically given permission for you to do so. As with other students, verify this with Student Services.

If you have questions about FERPA, please contact Jill Sweet, Director of Advising and Registrar at (231) 843-5918.
Academic and General Advising – (231) 843-5510

All new students are required to complete an online orientation as well as attend a new student registration session and receive academic advising. Advising assists the student with making correct course selections based on their major and educational goals.

Please encourage students to stop in and see an academic advisor often to discuss changes in academic goals or events in their lives that might have an impact on school, such as:

- Dropping/withdrawing from a course
- Changing majors
- Changing address, phone numbers, etc.
- Financial aid questions

In addition, Student Services offers assistance to students in meeting personal, professional, emotional, and social goals, as well as providing short-term financial assistance to meet sudden expenses, especially those that prevent them from continuing at WSCC. The Director of Student Access and Resources, Julie Dill, will assist them at (231) 843-5942.

Bookstore & Café – (231) 843-5506

The BookStore & Café, located in the Schoenherr Campus Center, provides faculty and students with convenient and reliable access to electronics, convenience items (including food and drink), WSCC branded apparel, and some required course materials.

Curious as to whether a text has already been selected for your course or how you go about selecting a new one? Contact your Chair or Program Director for the specifics. If you need assistance in adopting material for one of your courses, please contact Cheryl Hogan or Una Miller to guide you through the process. Once a text has been selected, you can pick up a copy at The BookStore.

As a member of WSCC faculty, The Fox Den provides you with the following services:

- Course material adoption training
- Liaison between our WSCC Faculty and textbook provider, MBS Direct

Students and staff of WSCC, receive several services and products from The BookStore, including:

- Online shopping for textbooks (including marketplace price comparison, textbook rentals, and e-books)
- Price matching for textbooks
- Guaranteed book buyback
- Performing Arts Tickets
Campus Resources for Faculty and Students

- UPS services
- Grab-N-Go convenience food
- Specialty drinks (coffee, smoothies, etc.)

You can reach The BookStore at (231) 843-5506 or go to booksource.westshore.edu.

Business Opportunity Center and Business and Community Education - (231) 843-5825

The Business Opportunity Center (BOC) assists individuals and businesses alike. From those looking to start a business to corporate-wide trainings, BOC staff work with all to increase the level of success on multiple levels. For nearly 20 years, WSCC has been answering the need for customized trainings and education, along with workforce and economic development as well as guidance and networking on entrepreneurship.

Business and Community Education is housed under the BOC and provides a wide variety of classes and trainings for members of the community, young and old, including cultural enrichment, cooking classes, exercise classes, and programs for people of all ages. For more information contact Business Opportunity Center Director Crystal Young or Administrative Assistant Cara Giammalva at (231) 843-5825.

CARE Team to Support Student and Campus Well-Being and Safety – (231) 843-5942

There are two purposes of the CARE Team. The first is to reach out to students and campus employees with interventions and resources such as counseling, medical attention, and behavior management. The team also assists students with housing, food, transportation, and other basic services. The second purpose of the CARE Team is to promote a safe and secure college environment.

When to File a Report to CARE

The effectiveness of the team relies heavily on all members of the campus community to report behaviors that are of concern. File a report to the CARE Team when you observe:

- Non-attendance or lack of meeting assignment/test deadlines
- Notable change in academic performance, behavior, or appearance
- Disturbing content in a student’s writing or artwork
- Behaviors which substantially or regularly interfere with the classroom or college environment
- Aggressive behaviors toward others
- A pre-occupation with violence
- A pattern of inappropriate or strange behaviors
- Verbal or written threats to others
Campus Resources for Faculty and Students

- Expression of suicidal thoughts or feelings of hopelessness
- Impairment of thoughts, verbally or in writing
- A lack of empathy and concern for others
- Overly nervous, tense or tearful behavior
- Evidence of domestic or other personal violence

**How to File a Report**

A Report of Concern form can be filed in three different ways:

- At http://www.westshore.edu/about/care/index.html, or
- At Student Services on the first floor of the Schoenherr Center, or
- By calling the Director of Student Access and Resources at (231) 843-5942.

**MENTAL HEALTH EMERGENCY**

Should there be a mental health emergency, in which you believe that the student could be a harm to themselves or others, you could utilize the CARE Team, contracted Counselor, Ann Genson on her 24/7 emergency cell number at (231) 750-7524. Please do not advertise this number; have the student call the counselor in your presence.

Although reports can be filed anonymously, it is helpful if you would identify yourself so that the team can ask further questions if needed. For more information about the team, see http://www.westshore.edu/about/care/index.html.

**Disability Access Services – (231) 843-5942**

WSCC assists students with disabilities through accommodations, consultation, and advocacy. Disability Access Services (DAS) assesses students' needs and determines if their particular disability merits an academic accommodation.

If an accommodation in the classroom is deemed appropriate, students will bring an accommodation form to the instructor. It will outline the type of accommodation to be made. Because the rights of all students, both with and without disabilities, must be protected, faculty should not make accommodations for a student without this official notice.

If you have questions about DAS, contact the Director of Student Access and Resources, Julie Dill, at (231) 843-5942, email jdill@westshore.edu, or visit her in the Student Services suite of the Schoenherr Campus Center.

**Learning and Testing Center (LTC) – (231) 843-5528**

Unfortunately, walk-ins are not possible during the pandemic due to limited capacity. All testing appointments must be scheduled ahead of time by calling (231) 843-5528. During the Fall and Winter semesters the Testing Center is open weekdays with varying hours of availability. College holidays and closures are observed. Photo ID with first and last name is required for testing. See Appendix J for the test proctoring form. When pandemic constraints are lifted policies will be revisited and communicated to the campus.

Contact Amy Pepper at (231) 843-5906 or testingcenter@westshore.edu for more information.
Library – (231) 843-5529
The library is open 8 AM – 7:30 PM Monday through Thursday and 8 AM – 4:30 PM Friday during the semester. Most in-person services are available at a distance or virtually including:
- Curbside pickup of library materials by appointment
- Dropbox on the exterior of the Schoenherr Campus Center to return materials anytime
- Research assistance via Zoom or phone by appointment
- E-books and databases available online 24/7

Textbook reserves, study rooms, print books, copying, and printing can still be accessed in person at the library. For the most up-to-date information, check out their webpage at www.westshore.edu/campus-life/library. You can contact them by email at library@westshore.edu, call (231) 843-5529, text (231) 222-6520, or type into the chat box on their webpage.

Recreation Center - (231) 843-5543
The Recreation Center is located in the lower portion of the Recreation Center building. It includes the:
- Wellness Center
- Weight Room
- Pool
- Gym
- Racquetball Court

One of the perks of being an adjunct faculty member is that you have full access to these facilities during any semester that you teach. If you are a new user of the Wellness Center, please schedule an orientation session prior to using it. You must complete a Recreation Center membership form at the Recreation Center Office. Contact Julie Page-Smith at (231) 843-5949 or the Recreation Center Office at 231-843-5543.

Title IX – (231) 843-5819
Title IX is a federal regulation which prohibits discrimination on the basis of sex in education programs and activities. Sexual misconduct is a form of discrimination and includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking. All people – students, staff, and faculty – are protected, regardless of race, ethnicity, religion, sex, sexual orientation, or other protected statuses. The regulation applies to incidents that happen on campus as well as some off-campus incidents that involve students or staff.

If it happens to you, we encourage you to contact our Title IX coordinators. If you observe any form of sexual misconduct or a possible incident is reported to you, as a staff member of WSCC you are obligated to report it to one of our Title IX coordinators, Debbie Campbell or Chad Inabinet, for further investigation.

Tutoring Center – (231) 843-5877
The Tutoring Center, located in Room 761 on the second floor of the Schoenherr Campus Center, offers students a place to build their skills and improve their content knowledge. Encourage students to take advantage of these services by contacting Gail Kowalski at (231) 843-5877 or tutoringcenter@westshore.edu.
NetTutor is an online tutoring service, available via Canvas, that you can choose to enable for your students. For more information about NetTutor, contact Amy Pepper at (231) 843-5906.

**Writing Center – (231) 843-5953**
The Writing Center is a free on-campus resource for students. Students can (and should) visit the Writing Center no matter their level of confidence with writing and at any point in the writing process (the earlier, the better). Visiting the Writing Center can make the writing process less stressful and solitary. Have a question about a paper you’re writing? Need a fresh perspective? Want to brainstorm ideas with another writer? At the WSCC Writing Center, you can work with faculty and students (your WSCC peers) from a variety of disciplines who are experienced writers and trained writing coaches. Everyone benefits from talking about their writing and getting feedback from outside readers. The Writing Center is located on the second floor of the Schoenherr Campus Center, Room 754. Hours of operation and information about scheduling an appointment will be sent out to students at the beginning of each semester. Students can contact the Writing Center at (231) 843-5953 or writingcenter@westshore.edu.
Help Desk
Help Desk is WSCC’s one-stop source for assistance with all things technological. This includes:

- Computers, printers, and audiovisual equipment
- Email
- Phones
- Software programs like Canvas, Office 365, or Zoom
- OneDrive and SharePoint

For fastest assistance, send an email to helpdesk@westshore.edu, which is monitored beyond the limited hours of assistance by phone.

For phone assistance, call (231) 843-5570.

Immediate Help in the Classroom
If you need any technology help in the classroom, IT staff members Craig Peterson, Tim Fink, or Christian Bateson will respond immediately, whether you email them, speak with them, or leave a message. There are three ways to contact Help Desk staff:

1. Send an email to helpdesk@westshore.edu.
   - Write in the subject line: Classroom Help Needed in Room ___
   - Describe the problem briefly in the memo section, or
2. From the instructor’s station, dial 5570 or press the Help Desk button, or
3. From a cell phone, dial (231) 843-5570.

If they are assisting another instructor, they will contact you, letting you know your message has been received and when they will be there.

Standard Classroom Technology
All classrooms have a computer, a data video projector, and an ability to play DVDs as well as transmit sound. Document cameras are available upon request.

Canvas Software for All WSCC Classes
The college’s learning management system is Canvas. A Canvas “shell” is provided for every course in each modality. Faculty are to use the shells at least as repositories for course syllabi, attendance, and timely posting of grades. For those teaching fully online, see Appendix L for Online Best Practices.

Here are just a few examples of items you can add to your course shell in Canvas or other features of Canvas that support teaching and learning:

- Lecture recordings
- Lecture notes and PowerPoints
- Assignments
- Step-by-step lessons called modules
- Discussion boards
- Group chat
Technology

- Embedded videos
- Quizzes and tests

While Canvas is user-friendly, training is necessary for all faculty and varies whether you’re using it to supplement a face-to-face class or teaching hybrid or online. Emails will let you know of workshops as they are scheduled. However, if you are unable to attend one of the scheduled workshops, contact Tom Alway at (231) 843-5967 or talway@westshore.edu to arrange a training session.

Copyright in Canvas

Copyright works differently in the online environment than it does in a face-to-face classroom. The copyright guidelines in the classroom are fairly open regarding the use of images, sound recordings, and video. However, when it comes to placing any of these materials in your Canvas shell, whether for a face-to-face or a fully online class, more safeguards need to be in place to honor copyright laws. Contact the Library Director to help you determine how to meet the legal standards, whatever the teaching modality. See Appendix M for brief information about copyright both in the classroom and in Canvas.

Easy-to-Use Audio/Video Recording Software

WSCC offers a number of tools to help you develop both audio and video recordings for your classes. Canvas Studio is fully integrated into the Canvas LMS and allows you to not only record your lectures and narrate PowerPoint presentations but also allows you to easily create closed captioning, actively collaborate through audio and video with your students, add pop-up quizzing and much more.

From the Canvas Studio Guide:

Canvas Studio’s interface lets students and instructors engage with media content by commenting directly on the media timeline. Students can learn from each other's insights as well as from the instructor’s direction and feedback. Canvas Studio’s analytics allow instructors to quickly and easily analyze the media students are viewing, how long they are viewing, and when they stop viewing. This information allows instructors to optimize media to communicate critical information more effectively and monitor student behavior.

To learn more about Canvas Studio, contact Tom Alway.

Computer and Mobile Labs

Computer labs are available to you and your students, or you can turn your classroom into a computer lab using a cart of tablets or laptops. The hours of operation for computer and mobile labs are:

- Monday – Thursday 8 AM – 7 PM
- Friday 8 AM – 5 PM

Contact the Help Desk at 5570 or helpdesk@westshore.edu if you want to reserve a computer lab or mobile cart. Listed below are
Technology

Computer labs available for use, the majority of which can be reserved. Open labs can’t be reserved but are available for small group or individual work.

- **Tech Center**
  - 101 - “huddle space” classroom, not a lab
  - 103 - mostly for Network Services classes, but can be reserved (15 computers)
  - 110 - mostly for Accounting classes, but can be reserved (28 computers)
  - 112 - open lab, but can be reserved (30 computers)
  - 117 - general purpose classroom with computers; can be reserved (18 computers)

- **Schoenherr Campus Center**
  - Library - open lab with 14 PCs and one dual-boot PC/Mac
  - Learning and Testing Center - open lab with 9 PCs; additional available upon request
  - 772 - general purpose classroom with 20 computers; can be reserved

- **Arts & Sciences Center**
  - 126 - 14 dual-boot PC/Mac computers
Part VI – Teaching

Syllabus Guidelines
For each course, faculty members are required to include standard syllabus elements so that consistent and accurate information is disseminated (see Appendix N1). Sample syllabi from two faculty members are included in this document (see Appendices N2 and N3). Depending on the program, common syllabi for individual courses may be available from your chair or director.

Because our accreditation requires us to have a current syllabus on record for every course, please email an electronic copy of your syllabus to Tami or Wanell by the start of the second week of classes.

For those teaching online, see Appendix L for Online Best Practices.

Outcomes (SLOs)
Outcomes, also known as Student Learning Outcomes (SLOs) are statements identifying the knowledge, skills, or abilities students will possess and can demonstrate upon successful completion of a course or path of study—whether that path is within a discipline (e.g., chemistry, history, and philosophy), a program (e.g., accounting, corrections, and nursing), or a division (business and communications).

Faculty who’ve been teaching for 10 years or more may be more familiar with “objectives.” Today, objectives are understood as what instructors will teach. On the other hand, outcomes are written for students to help them understand what they will know or know how to do when they complete a course or program. They are “student centric,” or written with the student in mind. If your chair or director hasn’t provided a copy of the course description and outcomes for the class you are teaching, ask your chair or director for them or contact Tami or Wanell to help you locate them on SharePoint.

You want the outcomes in hand when you are preparing your course. First, ask yourself the following two questions and be clear and specific with your answers:

- What do you want students to be able to know or do at the end of the course?
- What projects, papers, presentations, tests, or other activities will demonstrate to you that students have learned or are able to do what you want them to and up to what standard?

Second, with your answers in hand, now identify the resources and readings, assignments, and activities (“practicing” with the content) that will best help them get there.

Your chair or director is one of the best people to consult on how to use outcomes to direct not only what you teach but also how you teach it.
Core Abilities

Core abilities are important cross-disciplinary skills WSCC believes that all students should possess at graduation. WSCC has identified three core abilities that impact their success in your course and other courses at WSCC, at the workplace, and throughout their lives. WSCC has established core abilities in three areas:

- Written communication
- Creative and critical thinking
- Professionalism

Improving students’ abilities to write, think critically, and act professionally needs to be given attention in every class, in ways appropriate to the discipline or field in which you teach. Contact Renee Snodgrass or Jodi Radloff to work with your students in the classroom to improve their writing and critical thinking abilities. We also encourage faculty to take advantage of workshops offered at in-services and at other times during the semesters to further strengthen your skills in helping students improve these core skills.

Office Hours in the 21st Century

Office hours can be held face-to-face as well as virtually through phones, texting, email, chats, Skype/FaceTime, etc. You are not obligated to work in any specific modality, but you must be available to students in a timely manner whatever modality works for you and your students.

If you teach a 100 percent face-to-face course, you might find it helpful to schedule office hours a half hour before and after class time; however, since students’ schedules sometimes don’t allow them to meet at these times, you may need to set up a different time or meet virtually.

Canvas offers a quick and private method for instructor-student conversations via the Inbox. You can either take care of questions there in the Inbox or use it to set up a time for a talking or meeting later. The Inbox link is located on the blue menu on the left side of your Canvas dashboard. Regardless of the method(s) of communication, students should know via your syllabus what your commitment is in terms of responding to them; for example, you’ll respond to calls, emails, etc. within 36 hours. Please include in your syllabus if you are not available at certain times, such as Friday morning through Sunday morning.

If you are not assigned an office and need a room to meet with students, you can contact Tami or Wanell to schedule one. There are often many rooms available for use, including conference rooms in both the Tech Center and A & S building and study rooms in the library. Most rooms will have posted hours of use near the door. Feel free to use a room that is unoccupied if you have an impromptu meeting.
Teaching

Attendance & Grades

Start-of-Semester Attendance Report
At the end of the second week of the semester, faculty submit an attendance report identifying students who have either not attended or have missed a lot of classes. This report is important because students who did not attend will be dropped from the class and be eligible for a full refund, and financial aid will be reduced or cancelled. In addition, students at risk for falling behind will be identified. You will receive an email when this report is due. All faculty (full-time and adjunct) must complete this report for each course, each semester. For directions on entering attendance, see Appendix O.

Alerts to the CARE Team
If a student doesn’t come to class on an ongoing basis, be sure to alert the CARE Team so that they can touch base with the student. For more about the CARE Team, see p. 20.

Midterm Grades
Midterm grades must be submitted for students who are receiving grades of C- or below. You will receive an email when these grades are due. See Appendix P for directions on submitting grades.

Final Grades & Attendance
Final grades are due on the Monday following the last day of the semester. See Appendix Q for instructions on submitting final grades. Grades at West Shore include A-F and I for Incomplete.

For students who earn an F or an I, you must also include the final date of attendance:
- For students earning an F or an I who were present through the last day of the term, enter the last day of the term as the final attendance date.
- For students who stopped showing up during the semester, indicate the last date of attendance using the date the student performed the last academic activity. Academic activities include:
  - Attending a face-to-face class
  - Participating in an online activity
  - Submitting an assignment
  - Taking a quiz or exam

Incompletes
In addition, for students receiving an I, please fill out the Incomplete Form, found in Appendix R. You can also request a fillable PDF form by emailing sturecord@westshore.edu. Please be certain to complete the section at the bottom of the form, ‘Coursework to complete by the above completion date.’ Note: you may print this page and use it. When doing so, please email a copy to the student, to your chair or director, and to sturecord@westshore.edu.

Contact Irma Hinojosa in the Student Records Office if you have questions.
Student Course Evaluation
Each semester students provide feedback about their courses by completing an evaluation in Canvas (see Appendix S). You’ll receive an email about a month before the end of the semester that a copy of the evaluation has been added to your course shell and that it will soon be distributed to students. You are invited to add questions that relate specifically to your course at this time. Contact Tom Alway to set those up.

Class Meeting Standards
Classes must be held every week of the semester in order to meet federal standards. They must also meet for the full time identified in the course schedule, whether face-to-face or online. Federal standards require that if you don’t administer a final exam, you must hold class the last week of the semester.

Evaluation
As a part of both professional development and continued excellence in teaching, Chairs and Program Directors conduct evaluations of adjuncts in part by observing them in the face-to-face and/or online “classroom” and through review of students’ evaluations. Chairs and adjuncts discuss such matters as what’s working well, what new methodologies an adjunct would like to explore, and where improvements might need to be made.

Community & Professional Development
Your chair or director is an essential contact to help you develop a sense of belonging to a professional community and to help you stay apprised of new developments at WSCC. There are a variety of community development and professional something opportunities are available throughout the year. You are invited to apply for funding for an opportunity such as a conference or other professional activity.

Fall in-service runs for four days and winter runs for three. Stipends are available to adjuncts to attend in-services.

Division meetings are held both at in-services and throughout the year. Adjuncts are encouraged to attend division meetings whenever possible.
Adjuncts are also invited to participate in semester-long teaching-learning circles. The number and content of teaching circles varies each year. For more information about teaching circles, contact your chair or the director of your program.

We hope you find WSCC a great place to teach, with energetic, thoughtful students and friendly, smart colleagues. We couldn’t do it without you!
Appendix A. College Directory
When on campus, use the last four digits of the phone number to dial an extension.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abendroth, Joel</td>
<td>Criminal Justice Adjunct</td>
<td><a href="mailto:jadabendro@westshore.edu">jadabendro@westshore.edu</a></td>
<td>843-5700</td>
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<tr>
<td>Allison, Ginger</td>
<td>Nursing Adjunct</td>
<td><a href="mailto:gallison@westshore.edu">gallison@westshore.edu</a></td>
<td>843-3388</td>
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<tr>
<td>Alway, Tom</td>
<td>Learning Management Systems Analyst</td>
<td><a href="mailto:talway@westshore.edu">talway@westshore.edu</a></td>
<td>843-5967</td>
</tr>
<tr>
<td>Amstutz, Kirsten</td>
<td>Communications Adjunct</td>
<td><a href="mailto:kamstutz@westshore.edu">kamstutz@westshore.edu</a></td>
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<tr>
<td>Andersen, Gary</td>
<td>Mathematics Adjunct</td>
<td><a href="mailto:gandersen@westshore.edu">gandersen@westshore.edu</a></td>
<td>843-5300</td>
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<tr>
<td>Anscombe, Michele</td>
<td>Art Adjunct</td>
<td><a href="mailto:manscombe@westshore.edu">manscombe@westshore.edu</a></td>
<td>843-5481</td>
</tr>
<tr>
<td>Armstrong, Regina</td>
<td>Corrections Adjunct</td>
<td><a href="mailto:rmarmstrong@westshore.edu">rmarmstrong@westshore.edu</a></td>
<td>843-5727</td>
</tr>
<tr>
<td>Bateson, Christian</td>
<td>Computer and Media Services/Network Technician</td>
<td><a href="mailto:cbateson1@westshore.edu">cbateson1@westshore.edu</a></td>
<td>845-3379</td>
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<tr>
<td>Bax, Conny</td>
<td>Chief Financial Officer</td>
<td><a href="mailto:cbax@westshore.edu">cbax@westshore.edu</a></td>
<td>843-5710</td>
</tr>
<tr>
<td>Bennetts, Esmeralda</td>
<td>Administrative Assistant – Enrollment Management</td>
<td><a href="mailto:ebennetts@westshore.edu">ebennetts@westshore.edu</a></td>
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<td>Bentz, Larry</td>
<td>Manufacturing Adjunct</td>
<td><a href="mailto:lbentz@westshore.edu">lbentz@westshore.edu</a></td>
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<tr>
<td>Biggs, Kristen</td>
<td>Director of Accounting</td>
<td><a href="mailto:kmbiggs@westshore.edu">kmbiggs@westshore.edu</a></td>
<td>843-5875</td>
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<tr>
<td>Bilinski, Dr. Paul</td>
<td>Associate Professor of Biology</td>
<td><a href="mailto:pbilinski@westshore.edu">pbilinski@westshore.edu</a></td>
<td>843-5858</td>
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<tr>
<td>Boerema, Heather</td>
<td>Business Adjunct</td>
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<td>843-3376</td>
</tr>
<tr>
<td>Boes, (Rochelle) Shelley</td>
<td>Director of Nursing &amp; Allied Health</td>
<td><a href="mailto:rboes@westshore.edu">rboes@westshore.edu</a></td>
<td>843-5806</td>
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<tr>
<td>Briggs, Jeaneene</td>
<td>Library Secretary</td>
<td><a href="mailto:jebriggs@westshore.edu">jebriggs@westshore.edu</a></td>
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<tr>
<td>Brown, Richard</td>
<td>P/T Library Secretary/Technician</td>
<td><a href="mailto:rwbrown@westshore.edu">rwbrown@westshore.edu</a></td>
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<td>Cabot, Wanell</td>
<td>Administrative Assistant-Nursing/Criminal Justice/Dean</td>
<td><a href="mailto:wkcabot@westshore.edu">wkcabot@westshore.edu</a></td>
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<tr>
<td>Campbell, Debra</td>
<td>Director of Human Resources</td>
<td><a href="mailto:djcampbell@westshore.edu">djcampbell@westshore.edu</a></td>
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<td>Chapman, Brad</td>
<td>Science Adjunct</td>
<td><a href="mailto:bchapman@westshore.edu">bchapman@westshore.edu</a></td>
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<tr>
<td>Christmas, Christy</td>
<td>Dean of Occupational Programs</td>
<td><a href="mailto:cchristmas1@westshore.edu">cchristmas1@westshore.edu</a></td>
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<td>Conway, Melissa</td>
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<td><a href="mailto:mconway@westshore.edu">mconway@westshore.edu</a></td>
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<td>Cooper, Amber</td>
<td>Bookkeeper-Accounts Receivable</td>
<td><a href="mailto:acooper3@westshore.edu">acooper3@westshore.edu</a></td>
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<td>Cutler, David</td>
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<td><a href="mailto:dcutler@westshore.edu">dcutler@westshore.edu</a></td>
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<td>Dault, Natasha</td>
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<td><a href="mailto:kwiejaczka@westshore.edu">kwiejaczka@westshore.edu</a></td>
<td></td>
</tr>
<tr>
<td>Wojciechowski, Dr. Amy</td>
<td>Business Adjunct</td>
<td><a href="mailto:ajwojciechowski@westshore.edu">ajwojciechowski@westshore.edu</a></td>
<td>843-5978</td>
</tr>
<tr>
<td>Wolff, John</td>
<td>Professor of Humanities</td>
<td><a href="mailto:jbwolff@westshore.edu">jbwolff@westshore.edu</a></td>
<td>843-5979</td>
</tr>
<tr>
<td>Yost, Daniel</td>
<td>First Responder/EMT Adjunct</td>
<td><a href="mailto:dyost@westshore.edu">dyost@westshore.edu</a></td>
<td></td>
</tr>
<tr>
<td>Young, Crystal</td>
<td>Director of Business Opportunity Center</td>
<td><a href="mailto:cyoung2@westshore.edu">cyoung2@westshore.edu</a></td>
<td>843-5731</td>
</tr>
</tbody>
</table>
Appendix B. Interior Maps
Administrative & Conference Center
Appendix C. HR 46 Part-Time Faculty Compensation Procedure

HR 46 Adjunct Faculty Compensation

I. PURPOSE
Define compensation and benefits for adjunct faculty.

II. AUTHORITY
Board Policy 2009

III. PROCEDURE
A. Eligibility
Adjunct faculty eligible for compensation and benefits under this procedure are those members of the faculty who are contracted for a less than full-time teaching load and do not hold an administrative position with the College.

B. Load Calculation – Adjunct faculty equated load calculations are consistent with the full-time faculty collective bargaining agreement. Adjunct faculty typically are scheduled for no more than 12 contact hours in the Fall/Winter semesters and 6 contact hours in the summer.

1. Lecture session equated hour for hour.

2. Lab session equated hour for hour.

C. Compensation
1. Base salary is paid per equated hour except for hourly positions. Refer to current part-time faculty compensation scale. Independent study or course by arrangement will be paid at the rate consistent with the full-time faculty collective bargaining agreement.

2. Benefits
   a) E-mail will be provided for the semester the adjunct faculty member is actually teaching and for the two semesters (1) immediately following.

   b) Stipends may be paid to adjunct faculty who participate in specified training sessions.

   c) Eligibility for institution-supported conference and/or workshop attendance.

   d) Whenever an adjunct faculty member or their dependent(s) enroll in one or more credit courses during the semester the adjunct is contracted, the College will provide a grant to cover tuition and student service fees.

   e) Adjunct faculty who drive 100 miles or more per week to teach classes are eligible to receive the current General Services Administration (GSA) turn down rate per mile.
Adjunct faculty must submit an Adjunct Faculty Mileage form to the appropriate dean within 10 business days after the end of the semester to receive payment. For consistency, travel distance will be validated.

f) Adjunct faculty members using their personal vehicles for approved College business shall be compensated at an amount equal to the rate approved by the Internal Revenue Service for reimbursement of business mileage.

1 A semester is defined as summer, fall, or winter.

Approved: 8/29/15
Revision: 8/12/19
Appendix D. Sample Contract

Adjunct Instructional Contract

July 31, 2019

ID#

Dear:
I am pleased to offer you a contract as an adjunct faculty member at West Shore Community College to teach during the Winter 2019 Semester.

Course(s) to be taught:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Equated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acct #;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals

Financial Contract Arrangement:

<table>
<thead>
<tr>
<th>Contract Period:</th>
<th>Rate Per Equated Hour</th>
<th>Total Contract Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin Date:</td>
<td>End Date:</td>
<td>$</td>
</tr>
<tr>
<td>Payroll Dates:</td>
<td>Retireement Hours</td>
<td>Bi-Weekly Pay</td>
</tr>
<tr>
<td>Begin Date:</td>
<td>End Date:</td>
<td>(For Payroll Only):</td>
</tr>
<tr>
<td>Number of Pays:</td>
<td></td>
<td>(For Payroll Only):</td>
</tr>
</tbody>
</table>

Terms and Conditions:
It is your responsibility to confirm the course schedule (date(s), day(s), time(s), and room number(s)) prior to the first class. You are expected to attend all scheduled class meetings at the assigned time(s) and location(s). If you must be absent, please refer to the Adjunct Faculty Handbook. Those teaching fully online or hybrid courses are expected to communicate with students at regularly scheduled intervals as outlined in the Online Best Practices, also located in the Adjunct Faculty Handbook.

This is a non-tenure and non-tenure track appointment and is effective solely during the term listed above. Appointments for additional periods are at the discretion of the College.

The College may cancel this offer in instances such as insufficient registration or other circumstances.

Please return signed contract to Cindy Lopez (Payroll) by 3/18/2019. Failure to do so will result in payment being reschedule to a future pay date.

Faculty Signature: ___________________________ Date: ___________________________

Email Address: ___________________________ Phone Number: ___________________________

Please check one of the options listed below (If no selection made, payment method defaults to prior election):
( ) DIRECT DEPOSIT (See Human Resources & Payroll SharePoint Site)
( ) PLEASE MAIL CHECK (WSCC Only)

Dean Signature: ___________________________ Date: ___________________________

Office Use Only
Appendix E. Voicemail Instructions

To set up your phone's voicemail for the first time
1. Pick up your phone's handset and dial extension 5524.
2. When prompted enter the temporary PIN number of 6212.
3. You will be prompted for a new PIN. Enter the new PIN and confirm it.
4. Record your name.
5. If you wish to record a personal greeting, follow the prompts. Otherwise you can use the standard voice mail greeting. The standard voice mail greeting is: “Please leave a message for [Your Name]. After the tone please record your message.” Please note that this is a computer-generated message and sometimes the computer will not pronounce your name correctly.
6. When you are finished, follow the prompts to exit the voicemail system.

To access your voicemail
You have the option of listening to your voicemail either by playing the file on your workstation or by playing it on the phone.

1. To play the voicemail as an audio file on your workstation:
   a. Click on the file that is attached to the email.
2. To play your message over the phone:
   a. Pick up your phone’s handset and dial extension 5524. If you are off-campus you can dial (231) 843-5524. If calling from off-campus you will be prompted for your extension number. If you are calling from an on-campus extension that is not yours, press the star (*) key. You will then be prompted to enter your extension number.
   b. When prompted enter your PIN followed by the # key. Your PIN would have been established when you initially set up your voicemail. If your PIN has expired, you will be prompted to change it at this time.
   c. Follow the prompts to access your voicemail.
3. To play your message using the Skype for Business client:
   a. Click on the phone keypad button.
   b. Click on the image of the recording tape and then select “call voice mail” from the list of options -see image to right.
   c. Follow the prompts.

To change your greeting
1. Pick up your phone’s handset and dial extension 5524. If you are off campus you can dial (231) 843-5524. If calling from off-campus you will be prompted for your extension number. If you are calling from an on-campus extension that is not yours, press the star (*) key. You will then be prompted to enter your extension number.
2. When prompted enter your PIN followed by the # key. Your PIN would have been established when you initially set up your voicemail. If your PIN has expired, you will be prompted to change it.

3. From the list of presented options, choose “Personal Options.” You can say “Personal Options” at any time while the list is being read.

4. To record a different greeting press “2.” You will be presented with two choices: to record a personal greeting (press “1”) and record a greeting for when you are away (press “2”).

   - Your personal greeting is your primary greeting that callers will hear when you reach your voicemail.
   - Your away greeting is your greeting that is used for when you are out of the office such as for vacation and holidays.

5. When you have finished recording, navigate back to the Personal Options menu by choosing cancel (star key) twice.

6. Once you have recorded your greeting you must now enable it. Select Option “1.” Depending on which message is enabled, you will hear either “to turn on your telephone greeting that lets people know you are away, press 1” or to “to turn off your telephone greeting that lets people know you are away, press 1”. Make the appropriate selection and follow the prompts.

If you forget your PIN

There are two methods for resetting your forgotten PIN:

1. In the Skype for Business client, click on the “PIN” below the dial pad. You will be directed to a webpage where you can enter your new PIN.

2. Call the Help Desk at (231) 843-5570 or email helpdesk@westshore.edu.

Revised 07/25/2016
Appendix F. myNotify

myNotify: How Students Can Register

myNotify will send students automatic text and/or email messages if one of their classes is canceled. To register for this service, students should follow the steps below:

1. Login to my.westshore.edu
2. Click the Students Tab
3. Click myNotify
4. Click Notification Request
5. Click Next Page
6. Select cell phone carrier from the drop-down menu
7. Enter cell phone number
8. Enter email address
9. Select Class Cancellation from drop-down menu
10. Select text and/or email message
11. Click Next Page
12. Verify information entered is accurate
13. Click Submit

If students are having difficulty, they can get help by contacting helpdesk@westshore.edu.
Appendix G. Explanation of Inclement Weather Policy

In accordance with West Shore Community College’s Inclement Weather Policy, classes and community events hosted on the campus will meet as scheduled and offices will remain open for business as usual unless announced otherwise.

On days when the weather is inclement and the college is open, the decision to drive to the campus is at the discretion of each student, faculty, and staff. Travel decisions must be the responsibility of individual drivers after assessing the road conditions in their respective areas, the condition of their vehicles, and their driving skills. If as an instructor you choose not to come, please follow the guidelines about absences found in this handbook (p. 15). Students are advised to notify you as their instructor if they choose not to come to class if the campus is open and ask what they can do to make up any missed work. Canvas is a helpful tool in these situations.

Recognizing the college’s responsibility to students and the community, the decision to close will be made only under appropriate circumstances as outlined in board policy. The college will remain in operation except when one of the following conditions occurs:

- A state of emergency is declared or the State Police or Sheriff’s Office recommends closing the college.
- A majority of the primary county roads are closed or extremely hazardous driving conditions exist.
- Campus roads, walkways, or parking areas cannot be kept sufficiently cleared.

The decision shall be based upon the administration’s judgment of road conditions, the weather forecast, campus snow clearing abilities, and experience to answer the essential question, "Can a majority of students and staff safely reach their class location?" The college’s administration will attempt to make a decision as early as possible, and your understanding of these difficult decisions will be appreciated.

Additional Information

- On any day the college decides to close for the day due to inclement weather, the college will remain closed through midnight of that day.
- All WSCC staff and students are strongly encouraged to sign up for WSCC Alerts (p. 14, WSCC Alerts Emergency Notification System) to receive notification on mobile devices regarding emergency matters such as closings due to inclement weather. Notices will also be announced on local radio and television stations as well as Facebook.
- In as much as weather conditions can vary throughout a day within the college’s district, decisions regarding the status of classes held on campus and at various sites will be made independently. For example, if conditions worsen in the Manistee area while the campus is not impacted, the Manistee Center may be closed and the campus remain open. Such a change will be posted on WSCC’s website and the college’s emergency notification system WSCC Alerts.
- WSCC classes held at other locations, such as Oceana County Services Building, Manistee Middle & High School, and Brethren Middle/High School, will follow the closings for these specific sites. For example, if Manistee High School is closed, the WSCC class in that location is canceled regardless of whether the college is open or closed. Note: the college does not manage the postings over local radio and television stations of these other sites. WSCC will, however, post on its website the status of whether WSCC classes will take place or are canceled at these sites. Those individuals who have signed up for WSCC Alerts will also receive immediate and accurate information about all sites for WSCC classes.
- Some campus facilities (i.e. Recreation Center and Ice Arena) may continue to operate and some community events may be held on the campus even if classes are canceled.
Appendix H. Emergency Protocols

Emergency Response Guide

EMERGENCY PHONE NUMBERS

911  Dial “0” for College Operator  If switchboard is closed call  MAINTENANCE/SECURITY  
Radio 843-9608 or  
Security Cell Phone 510-7930

GENERAL PRINCIPLES

“RAIN” acronym  
Respond – do something, don’t freeze  
Assess – situation, offender, victims, location  
Isolate – yourself and others from danger  
Notify – proper authorities

WHEN CALLING 911  
Give your location – include building and room number. Answer all the questions and do not hang up until told to do so. Follow all directions given by emergency personnel.

MEDICAL EMERGENCY

Medical Emergency  
CALL 911 then “0” - college operator  
If trained, begin first aid

CRIMINAL ACTS

Acts in Progress  
(Examples: Intrusions, Theft, Acts of Violence/threats)  
Remember “RAIN” acronym.

CALL 911 then “0” college operator

FIRE ALARM OR ACTUAL FIRE

Fire In building  
Evacuate Area and Pull Fire Alarm  
Use Nearest Exit - or - Alternative Safe Route. DO NOT USE ELEVATORS  
CALL 911 from assembly point or neighboring building.  
Stay 500 feet away from building.

Fire Alarm  
Evacuate Area

NATURAL DISASTER/INCLEMENT WEATHER

Natural Disaster - or - Inclement Weather  
WARNING: Severe weather has actually been sighted in the area.  
WATCH: Conditions are favorable for the development of severe weather.  
Seek Appropriate Shelter  
Tornado Shelter Area - or - interior hallways  
• Stay away from windows.  
• Avoid large rooms.  
• Do NOT use Elevators.
Appendix I. FERPA

FERPA
(Family Educational Rights and Privacy Act)

West Shore Community College (WSCC) will exercise every measure to protect students’ rights and privacy. The only information that may be released/disclosed is directory information.

DIRECTORY INFORMATION – NO AUTHORIZATION RELEASE REQUIRED FROM STUDENT:

✓ Name
✓ Address
✓ Telephone Number(s)
✓ Student Classification (active/inactive)
✓ Dates of attendance by term/year
✓ Full-time/Part-time
✓ Degrees/Honors/Dates earned
✓ Certificates/ Dates earned
✓ Field of Study

RELEASE AUTHORIZATION REQUIRED:
Requires written, signed, and dated authorization from student. (Do not release over the phone – unless you have verified the person using the WSCC release of information procedure)

✗ Class Schedule
✗ Class Grades
✗ GPA
✗ Number of credit hours
✗ Social Security Number
✗ Any/All Financial Aid Information
✗ Payment/Billing Information
✗ Academic Standing
✗ Date of Birth
✗ Race/Ethnicity
✗ Transcript
✗ All records not indicated as directory information

Note: Records from previous schools become the property of West Shore Community College and cannot be sent to another school or released to student.

Releasing Information to WSCC employees: Always & only on a NEED TO KNOW basis.

If you have any questions, please call Jill Sweet or visit Student Services.

revised 7/11cei
Appendix J. Test Proctoring Form

Test Proctoring Form

Date Test Brought to LTC: __________________________ Course: __________________________

Test #: __________________________ Professor: __________________________ Received by: __________________________

Date/Time Test to Begin: __________________________

Last Date/Time to Take Test: __________________________

If test has not been picked up, may students take it after the above date? [ ] Yes [ ] No

Number of Tests Originally Given to LTC: _______ Added Tests (date & time) __________________________

The following items are allowed on this test:

[ ] Calculator [ ] Graphing Calculator [ ] Formula Sheet [ ] Notes
[ ] Resources (please specify __________________________) [ ] Textbook

Is there a time limit on this tests? No _______ Yes _______ If yes, how long? _______

Additional Comments:

Completed Test Return

Tests Returned – Date: _______ Number: _______ Returned to: __________________________

Counted by: __________________________

Tests Returned – Date: _______ Number: _______ Returned to: __________________________

Counted by: __________________________

Tests Returned – Date: _______ Number: _______ Returned to: __________________________

Counted by: __________________________

Tests Returned – Date: _______ Number: _______ Returned to: __________________________

Counted by: __________________________

Keep Form in Top Drawer – Front of Tests – Revised 3/9/17
Appendix K. Library Teaching Tool

Fact-Checking your Sources
Adapted from Michael Caulfield’s Web Literacy for Student Fact-Checkers.

1. Use other fact-checkers
   - Can You find the story on Snopes, Politifact, or another fact-checking site? Example
   - Lots of what you read isn’t the original reporting. Does the story link to a previous article or report? Example

2. Find the original source
   - Look at what places like wikipedia say about the site you’re looking at. Can it be trusted? Example
   - Just add Wikipedia

3. Where did you get your information from?
   - A library database
   - Somewhere else on the internet

- Time to be a fact-checker!
- You still have to decide whether it’s right. Is it right? Is it still right? Is it the right piece of evidence for your audience or purpose? Example

- Is there a reason someone might be biased about the topic you’re researching? Hint: The answer is probably yes!

- Based on what you found, how will you use the source?
- Maybe it’s not a great topic. Is it debatable, or if you’re informing, will your audience want to learn anything new?

Find this online with embedded links at bit.ly/litnetfactcheck
Appendix L. Online Best Practices

WSCC Best Practices - Statement of Purpose

Best practices are developed to...

1. Facilitate student learning
2. Clearly communicate expectations
3. Establish a cohesive educational experience throughout WSCC courses

The intent of our best practices document is to be a guideline with which we, both full time and adjunct faculty, can provide the best possible learning experience for our students. The examples of evidence are not meant to be a checklist, but rather methods by which we can communicate our expectations and deliver continuity between classes.

Campus Technology Team Members: Jeanene Briggs, Robin Courtright, Marcus Crook, Janet Etheridge, Tim Fink, Sean Henne, Wade James, Terry Johnson, Ted Malt, Craig Peterson, Kellon Petzak, Katie Stewart, Jill Sweet

Best Practice 1

Course design, gradebook, and syllabus are made clear to the student from the start of the course.

Examples of evidence...

- Instructions make clear how to get started and where to find various course components, as well as how, when and where to submit assignments.
- Learners are introduced to the purpose and structure of the course.
- Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- Minimum technology requirements are clearly stated and instructions for use provided.
- Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- Minimum technical skills expected of the learner are clearly stated.
- The self-introduction by the instructor is appropriate and is available online.
- Learners are asked to introduce themselves to the class.

Best Practice 2

Learning outcomes are clearly stated.

Examples of evidence...

- The course learning outcomes are measurable.
- The module/unit/weekly learning objectives are measurable and consistent with the course-level outcomes.
- Learning outcomes are stated clearly and written from the learner’s perspective.
- The relationship between learning outcomes and course activities is clearly stated.
- The learning outcomes are suited to the level of the course.
Best Practice 3
Instructional resources and strategies are sufficiently comprehensive to achieve learning outcomes.

Examples of evidence...
- The instructional strategies and course materials contribute to the achievement of the stated course outcomes.
- Use of instructional materials for learning activities is clearly explained.
- Instructional materials used in the course are cited so as to model relevant disciplinary conventions.
- The instructional materials are current.
- A variety of instructional materials and activities are used in the course.
- The distinction between required and optional materials is clearly explained.

Best Practice 4
Assessment strategies are designed to evaluate student progress and to determine the achievement of student learning outcomes.

Examples of evidence...
- The assessments measure the stated learning outcome(s).
- The course grading policy is stated clearly.
- Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
- The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
- The course provides learners with opportunities to track their learning progress.

Best Practice 5
Forms of interaction are timely, consistent, and promote learning.

Examples of evidence...
- Learning activities promote the achievement of the stated learning outcomes.
- Learning activities provide opportunities for interaction that support active learning.
- Learning activities are developed to foster 3 types of interaction: instructor/student, student/content, student/student interaction
- The instructor’s plan for response time and feedback on assignments, discussions, and assessments is clearly stated.
- The requirements for learner interaction are clearly stated.
- Formative assessments are available to gather student input.
- Course activities promote critical thinking skills.

Best Practice 6
Course technologies are functional, promote student engagement, and facilitate navigation.
Examples of evidence...

- The tools used in the course support the learning outcomes.
- Course is well organized and easy to navigate.
- Course tools promote learner engagement and active learning
- Technologies required in the course are readily obtainable.
- The course technologies are current.
- Links provided to privacy policies for all external tools required.
- Course links are checked each semester.

---

**Best Practice 7**

**Course facilitates student access to institutional support services essential to student success.**

Examples of evidence...

- The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- Course instructions articulate or link to the institution’s accessibility policies and services.
- Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
- Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

---

**Best Practice 8**

**Course reasonably complies with ADA standards.**

Examples of evidence...

- Course navigation facilitates ease of use.
- Information is provided about the accessibility of all technologies required in the course.
- The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- The course design facilitates readability.
- Course multimedia facilitate ease of use.

---

*Submitted 4/4/18*
# Appendix M. Know Your Copy Rights

## Know Your Copy Rights

Often you can use works in your teaching without permission or fee. This chart highlights some of those situations. However, there are other circumstances where permission and/or fee are required (for example, when some types of works are included in course packs). Check with your institution’s library or legal office for information about campus copyright policies.

<table>
<thead>
<tr>
<th>What You Can Do</th>
<th>Proposed Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exhibit materials in a live classroom?</td>
</tr>
<tr>
<td>Works Not Copyrighted</td>
<td></td>
</tr>
<tr>
<td>Public Domain Works (US Gov't. and pre-1923 works, and certain other works)</td>
<td>Yes</td>
</tr>
<tr>
<td>Works Copyrighted</td>
<td></td>
</tr>
<tr>
<td>Your Own Works (if you kept copyright or reserved use rights)</td>
<td>Yes</td>
</tr>
<tr>
<td>Open Access Works (works available online without license, password, or technical restrictions)</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Works Licensed by Your Institution (depends on license, but usually permitted)</td>
<td>Yes</td>
</tr>
<tr>
<td>Electronic Works with a Creative Commons License (depends on license, but usually permitted; if not, LINK)</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Works (when none of above apply)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Brought to you by your institution’s library and

**Association of Research Libraries**

www.arl.org

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ARL has carefully vetted the information in this chart to ensure its accuracy and conformity with well-accepted practices under US law. However, ARL makes no warranty whatsoever in connection with the information and disclaims liability for damages resulting from its use. No legal services are provided or intended to be provided.
Appendix N1. Syllabus Guidelines

Required Items to Include:

1. Faculty Information
   - Faculty Name
   - Contact Information (office location, email, phone)
   - Office Hours

2. Course Information
   - Course Name & Course Number
   - Credit Hours & Contact Hours
   - Identification of Fall/Winter/Summer Semester
   - Course Days & Times
   - Course Description
   - Student Learning Outcomes
   - Required Materials (texts, calculator, slides, blue books, lab supplies, etc.)
   - Grading Scale (percentage or point total for exams, quizzes, papers, etc.)
   - Tentative Course Calendar (list of when topics will be covered, dates of exams, readings, etc.)
   - Classroom Policies & Best Practices
     - Attendance
     - Participation
     - Academic Honesty (could include plagiarism policy, cheating, etc.)
     - Student Responsibilities including classroom behavior, cell phone usage, texting, laptop usage and, tardiness
     - Late papers & missed exams make-up policy
     - Labs-policies, health issues (when applicable)

3. Please include the following statements regarding student support services:

   Campus Assessment Response Evaluation (CARE Team)
   WSCC is committed to the care and welfare of its community and to ensuring that the campus environment is conducive to learning, teaching, civility, and working. The CARE Team will assess concerns of individuals that have originated from observed behavior by a faculty member, staff member, or student. Further information about this resource can be found at https://www.westshore.edu/campus-life/care-team.

   Counseling
   Ann Genson (MA, LLPC) is our Counselor. She is available for appointments by phone, Zoom or in person at the Student Services office on Tuesdays 8am-11:30am, Wednesdays 3:30pm-6pm and Thursdays 2:30pm-6pm. Please contact Ann by phone at 843-5561 or email at agenson@westshore.edu.

   Disability Access Services/ADA Policy
   WSCC assists students with disabilities through accommodations, consultation, and advocacy. Disability Access Services (DAS) assesses students’ needs and determines if their particular disability merits an academic accommodation.

   If an accommodation in the classroom is deemed appropriate, students will bring an accommodation form to the instructor. It will outline the type of accommodation to be made. Because the rights of all students, both with and without disabilities, must be protected, faculty should not make accommodations for a student without this official notice.

   If you have questions about DAS, contact the Director of Student Access and Resources, Julie Dill, at (231) 843-5942, email jdill@westshore.edu, or visit her in the Student Services suite of the Schoenherr Campus Center.
Learning & Testing Center
All testing appointments must be scheduled ahead of time by calling (231) 843-5528. Unfortunately, walk-ins are not possible during the pandemic due to limited capacity. During the Fall and Winter semesters the Testing Center is open weekdays with varying hours of availability. College holidays and closures are observed. Photo ID with first and last name is required for testing. When pandemic constraints are lifted policies will be revisited and communicated to the campus.

Library
The library is open 8 AM – 7:30 PM Monday through Thursday and 8 AM – 4:30 PM Friday during the semester. Most of our in-person services are available at a distance or virtually including:
- Curbside pickup of library materials by appointment
- Dropbox on the exterior of the Schoenherr Campus Center to return materials anytime
- Research assistance via Zoom or phone by appointment
- E-books and databases available online 24/7

Textbook reserves, study rooms, print books, copying, and printing can still be accessed in person at the library. For the most up-to-date information, check out our webpage at www.westshore.edu/campus-life/library. You can contact us by email at library@westshore.edu, call (231) 843-5529, text (231) 222-6520, or type into the chat box on our webpage.

Tutoring Services
The Tutoring Center, located in Room 761 on the second floor of the Schoenherr Campus Center, offers students a place to build their skills and improve their content knowledge. Encourage students to take advantage of these services by contacting Gail Kowalski at (231) 843-5877 or tutoringcenter@westshore.edu.

NetTutor is an online tutoring service, available via Canvas, that you can choose to enable for your students. For more information about NetTutor, contact Amy Pepper at (231) 843-5906.

Writing Center
The Writing Center is a free on-campus resource for students. Students can (and should) visit the Writing Center no matter their level of confidence with writing and at any point in the writing process (the earlier, the better). Visiting the Writing Center can make the writing process less stressful and solitary. Have a question about a paper you’re writing? Need a fresh perspective? Want to brainstorm ideas with another writer? At the WSCC Writing Center, you can work with faculty and students (your WSCC peers) from a variety of disciplines who are experienced writers and trained writing coaches. Everyone benefits from talking about their writing and getting feedback from outside readers. The Writing Center is located on the second floor of the Schoenherr Campus Center, Room 754. Hours of operation and information about scheduling an appointment will be sent out to students at the beginning of each semester. Students can contact the Writing Center at (231) 843-5953 or writingcenter@westshore.edu.

Optional Additional Information
- Incomplete policy
- Description of instructional format (lecture, discussion, lab, online discussion)
- Grading criteria or method of evaluation for all graded activities
- Any anticipated class cancellations (notify Tami or Wanell, as well)
- How to study and prepare for exams
- How to earn an “A”
- Number of hours of homework to expect
Section 1: Course Overview

Course Description: Introduction to the theory and practice of interpersonal communication, analysis of daily communication interactions, and practice in developing and building better interpersonal relationships in family, work, and social settings.

Learning Outcomes:

By the end of this course as a competent communicator you will be able to:

- **Analyze** how communication models operate in context;
- **Explain** the development of your self-concept;
- **Describe** the steps in the perception process;
- **Choose** appropriate listening responses;
- **Assess** the “arbitrary, ambiguous and abstract” nature of language;
- **Distinguish** the types of non-verbal language;
- **Explain** the main influences on emotions;

Our focus this term is on exploring the foundational elements of interpersonal communication. We begin by examining what it means when we define communication as interpersonal. We then move to the self-concept, perception, listening, emotions, language, nonverbal communication, relational dynamics, intimacy and distance, communication climates and conflict. Each of these focus areas offers the opportunity to more deeply understand yourself and others.
Section 2: Course Requirements

Required Textbook and Materials:


Learning Management System/LMS (Canvas)
This course uses Canvas as its Learning Management System. I strongly recommend checking Canvas every day (make it a part of your daily schedule). At minimum, though, you should check Canvas each morning before our class. You will be asked to submit weekly assignments, complete online quizzes, and view your grades.

Section 3: Instructor Contact & Communication

E-mail: jalundberg@westshore.edu
Phone: 843-5784
Office: Room C, Faculty Suite, Arts and Sciences Building
Office Hours: M/W 1:00-2:30 pm; T/R 3:00-4:00 pm
Friday and all others by appointment

Course Communication
Please use professional language and include the following information when sending me a message:
1. include relevant information in subject line;
2. address me using a standard professional greeting (e.g. “Hi, Jennifer,” not “Hey” or “Hey Jennifer”);
3. use complete sentences within the body of your message; and
4. sign your name.

If you email me or message me within Canvas and I have not confirmed your message within 24 hrs, please call me or send a follow-up message. How will you know if I have received your message? I always confirm by sending you a reply. It is your responsibility to make sure I have received your message.

Section 4: Division & Course Policies

The following policies apply to all courses taught in the Communications Division. Note that instructors may provide additional details regarding the specific implementation of these policies in their courses. The italicized areas are specific to this course.

1. Respect
   It is assumed that an atmosphere of support and mutual respect, extending to the instructor and each class member, will exist in the classroom.
2. **Attendance and Participation**
Attendance at all class sessions is required. Missing class will seriously jeopardize a student’s chance of success in the course and every absence will result in a loss of points. If a class is missed, the student is still responsible for assignments made and held to deadlines given to the class as a whole. Therefore, contact either another classmate or instructor for the work missed.

Missing 20% of scheduled meetings of the course, exclusive of the final exam, is grounds for failure of the course, regardless of the reason for the absences. It is recommended that students who have missed 20% or more of a course withdraw in order to avoid a failing grade.

Students are also expected to be in class on time. Lateness interrupts the flow of the discussion and is discourteous to fellow students and the instructor. Lateness will be recorded and can affect a student’s final grade.

*Class participation entails a demonstration of enthusiasm, willingness to listen and share, meeting of responsibilities and a positive attitude toward your personal growth and that of other members. Much of the success of the class is up to you—individually and collectively. Your overall participation, attitude, and preparation will be an important grade consideration.*

3. **Make-up of work**
Make-up of work is permitted only in the case of true emergencies (serious illness, death in the family, etc.). In such a case, contact the instructor as soon as possible to make arrangements. Permission to make up the work is at the discretion of the instructor, and the student’s previous progress in the course will be taken into account. A student who has failed to submit two major assignments is advised to withdraw from the course to avoid a low or failing grade.

*Exams and quizzes will be based on reading assignments, class notes, and theory application. You are responsible for all text material, class handouts, and additional information provided in class. The final exam is comprehensive.*

*If you fail to show-up for an exam, it will result in a “0” for the exam.* If you have an emergency (in the hospital, a death in the family, a car accident) which results in you missing the exam, you must contact me immediately and provide verification of your emergency in order to take the exam.

*There will be a variety of exploratory writing assignments, essays, and group work in this course. You need to clearly express your ideas; this means you should pay attention to punctuation, grammar, unity, coherence, APA format and most importantly, your ideas.* The printers at the computer lab on campus automatically print on both sides (in an attempt to reduce the amount of paper used); this is acceptable for my class. Unless I indicate otherwise, all work for this class must be typed. The exception to this will be any in-class writing. All essays must be submitted to turnitin through Canvas.

**Late writing assignments will be penalized by a full letter grade reduction for each day it is late (this includes the weekend). Work will not be accepted once it is more than 1 week late.**

4. **Technology requirement**
All major assignments done out of class must be created using a computer in accordance with APA guidelines. Instructors may also require other computer-based work from time to time and students are responsible for uploading assignments to the instructor’s LMS (Canvas).
5. **Plagiarism**

Plagiarism (the submission of another’s work or insufficient acknowledgment of sources) may result in failure of the course, particularly if the plagiarism is deemed by the instructor to have been deliberate. Instances of deliberate plagiarism will be reported to Student Services. Multiple acts of plagiarism will be subject to the College’s academic integrity policies, which carry severe penalties.

If the instructor has deemed an instance of plagiarism to have been inadvertent, such infringement will not be reported to Student Services, but instructors may, at their sole discretion, impose a grade penalty and/or require remedial work to correct the situation.

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**Section 5: Student Resources & Support**

(See Appendix O1 for the most current student resource information.)

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**Section 6: Course Grading**

**Interpersonal Communication Point Distribution Fall 2019**

(please keep in mind that the point distribution is an approximation; I will inform you of any significant changes in the point structure).

- Essays (approx. 240 points)
- Exploratory Writings & Online Discussions (approx. 100 points)
- Small Group Work (approx. 80 points)
- Class Participation: (approx. 80 points)
- Exams and Quizzes: (approx. 320 points)

**Total Points for term: approx. 820 points**

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<tbody>
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<td>64-67%</td>
</tr>
<tr>
<td>F</td>
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**Section 7: Course Schedule**

Please keep in mind that this is a tentative schedule; students will be notified in class and on our course Canvas of any changes.

Guide to tentative schedule:

- **All assignments are listed in bold. Please note these and plan your time accordingly.**

- **Readings**: Complete the assigned reading by the first class session of the week unless otherwise noted. For example, read Ch. 1 from Adler and Proctor by the first class session, week 2. Please keep on schedule with course readings; this makes it possible to have rich and vibrant discussions about the material and greatly increases your ability to succeed in this course.

- **Canvas**: I strongly recommend checking Canvas every day (make it a part of your daily schedule). At minimum, though, you should check Canvas each morning before our class.

- **Exploratory Writing Assignments**: these are meant to be completed with each chapter of assigned reading. Do not wait until the last minute to complete these! Complete these after you have the chapter and it will increase your overall comprehension of the course material. Each Exploratory Writing
assignment should provide examples specific to you; do not simply summarize examples from the text or class lecture.

**Week 1— Aug. 26-Sept. 1**

**First class of the week:**

- **Read and Note** any questions on syllabus for next class
- **Read:** start reading Ch. 1 “A First Look at Interpersonal Communication”

**Second class of the week:**

- **Discuss** first part of Ch. 1 “A First Look at Interpersonal Communication”
- **Bring** to class syllabus questions, comments, concerns
- **Complete:**
  1. upload a photo of yourself;
  2. complete noted sections for full credit; and
  3. send me message via Canvas when you have completed this assignment.

*Follow the directions noted in Course Communications for your Canvas message.*

**You do not need to include personal contact information.**

- **Read** for Week 2 Ch. 1 “A First Look at Interpersonal Communication”

**Week 2—Sept. 2-8 (No classes Sept. 2 and 3)**

**Learning Outcome Focus:** Analyze how communication models operate in context.

**First class of the week:**

- **No class, Labor Day Observance**

**Second class of the week:**

- **Discuss** Ch. 1 “A First Look at Interpersonal Communication”
- **Discuss** first formal essay (small group jigsaw exercise)
- **Quiz** on chapter 1 by Sunday @ 11:59 pm
- **Submit** Exploratory Writing for Ch. 1 by Sunday @ 11:59 pm
- **Read:** Ch. 2 “Interpersonal Communication & Social Media” for beginning of Wk 3

**Week 3—Sept. 9-15 (last day to drop for full refund is Sept. 11)**

**Learning Outcome Focus:** Analyze how communication models operate in context.

**First class of the week:**

- **Discuss** Ch. 2 “Interpersonal Communication & Social Media”
- **Contribute:** Online discussion regarding interpersonal comm. & social media

**Second class of the week:**

- **Discuss** Ch. 2 “Interpersonal Communication & Social Media”
- **Quiz:** on Ch. 2 by Sunday @ 11:59 pm
- **Read:** Ch. 3 “Communication and Identity: Creating & Presenting the Self” for beginning of Wk 4

**Week 4—Sept. 16-22**

**Learning Outcome Focus:** Explain the development of your self-concept.

**First class of the week:**

- **Discuss** Ch. 3 “Communication and Identity: Creating & Presenting the Self”
Second class of the week:
  Discuss Ch. 3 Communication and Identity: Creating & Presenting the Self
  Complete: Small Group Work in class
  Submit: Exploratory Writing for Ch. 3 by Sunday @ 11:59 pm
  Read: Ch. 4 “Perception: What You See is What You Get” for beginning of Week 5

Week 5—Sept. 23-29
Learning Outcome Focus: Describe the steps in the perception process.
  First class of the week:
    Discuss Ch. 4 “Perception: What You See is What You Get”
    Complete: Small Group Work in class
  Second class of the week
    Discuss Ch. 4 “Perception: What You See is What You Get”
    Submit by Friday @ 3 pm: Essay 1—bring hard copy to class or my office AND upload to designated area on Canvas
    Quiz: on Ch. 4 by Sunday @ 11:59 pm
    Read: Ch. 8 “Listening: More Than Meets the Ear” for beginning of Wk 6

Week 6—Sept. 30-Oct. 6
Learning Outcome Focus: Choose appropriate listening responses.
  First class of the week:
    Discuss Ch. 8 “Listening: More Than Meets the Ear”
  Second class of the week:
    Discuss Ch. 8 “Listening: More Than Meets the Ear”
    Complete: Small Group Work in class
    Quiz on Ch. 8 by Sunday @ 11:59 pm

Week 7—Oct. 7-13
  First class of the week:
    Complete content before mid-term
    Complete: Small Group Work mid-term exam review
  Second class of the week:
    Mid-term Exam (covers chapters 1-4 and 8)
    Read: Ch. 5 “Emotions: Feeling, Thinking, and Communicating” for beginning of Wk 8

Week 8—Oct. 14-20
Learning Outcome Focus: Explain the main influences on emotions and demonstrate Emotional Intelligence
  First class of the week:
    Discuss Ch. 5 “Emotions: Feeling, Thinking, and Communicating”
  Second class of the week:
    Discuss Ch. 5 “Emotions: Feeling, Thinking, and Communicating”
    Quiz on Ch. 5 by Sunday @ 11:59 pm
    Submit: Exploratory Writing for Ch. 5 by Sunday @ 11:59 pm
    Read: Ch. 6 “Language: Barrier or Bridge” for beginning of Week 9
    Mid-term grade: please review your course grade via the grade book in Canvas

Week 9—Oct. 21-27
Learning Outcome Focus: Assess the “arbitrary, ambiguous, and abstract” nature of language
First class of the week:
- Discuss Ch. 6 “Language: Barrier or Bridge”
- Contribute: Online discussion regarding interpersonal comm. and language

Second class of the week:
- Discuss Ch. 6 “Language: Barrier or Bridge”
- Quiz on Ch. 6 by Sunday @ 11:59 pm
- Read: Ch. 7 “Nonverbal Communication: Messages beyond Words” for beginning of Wk 10

Week 10—Oct. 28-Nov. 3
Learning Outcome Focus: Distinguish the types of non-verbal language

First class of the week:
- Discuss Ch. 7 “Nonverbal Communication: Messages beyond Words”
- Contribute: Online discussion regarding interpersonal comm. and non-verbal language

Second class of the week:
- Discuss Ch. 7 “Nonverbal Communication: Messages beyond Words”
- Quiz on Ch. 7 by Sunday @ 11:59 pm
- Read: Ch. 9 “Communication and Relational Dynamics” for beginning of Wk 11

Week 11—Nov. 4-10
Learning Outcome Focus: Choose communication behaviors which contribute to a positive communication climate.

First class of the week:
- Discuss Ch. 9 “Communication and Relational Dynamics”

Second class of the week:
- Discuss Ch. Ch. 9 “Communication and Relational Dynamics”
- Quiz on Ch. 9 by Sunday @ 11:59 pm
- Submit: Exploratory Writing for Ch. 9 “Communication and Relational Dynamics” by Sunday @ 11:59 pm
- Read: Ch. 11 “Improving Communication Climates” for beginning of Wk 12

Week 12—Nov. 11-17 (11/14 last day to withdraw from classes)
Learning Outcome Focus: Choose communication behaviors which contribute to a positive communication climate.

First class of the week:
- Discuss Ch. 11 “Improving Communication Climates”

Second class of the week: No face-to-face class; make appointment to meet with Jennifer during this week
- Meet with Jennifer: to discuss final essay

Week 13—Nov. 18-24
Learning Outcome Focus: Choose communication behaviors which contribute to a positive communication climate.

First class of the week:
- Discuss Ch. 11 “Improving Communication Climates”

Second class of the week: Ch. 11 “Improving Communication Climates”
- Quiz on Ch. 11 by Sunday @11:59 pm
- Submit: Exploratory Writing for Ch. 11 “Improving Communication Climates” by Sunday @ 11:59
Read: Ch. 12 “Managing Conflict in Relationships” for beginning of Week 15

Week 14—Nov. 25-Dec. 1 (No classes Nov. 27-29)
First class of the week:
   Workshop for final essay—bring assigned work
Second class of the week:
   No Class Happy Thanksgiving!
   Submit Final Project/Essay by Friday @ 3 pm

Week 15—Dec. 2-8
Learning Outcome Focus: Choose an appropriate method for conflict management.
First class of the week:
   Discuss: Ch. 12 “Managing Conflict in Relationships”
   Contribute: Online discussion regarding interpersonal comm. and conflict
   Complete: Small Group Work in class
Second class of the week:
   Discuss: Ch. 12 “Managing Conflict in Relationships”
   Quiz on Ch. 12 by Sunday @ 11:59 pm

Week 16—Dec. 9-15 (12/13 last day of classes)
First class of the week:
   Complete: Small Group Comprehensive Final Exam Review
Second class of the week:
   Comprehensive Final Exam (covers chapters 1-9, 11 and 12)
Final grades will be submitted by midnight, Monday, Dec. 16th
Appendix N3. ACC 121 Sample Syllabus

This syllabus is offered as an example; some material may have been updated. See Appendix N1 for up-to-date syllabus guidelines.

WEST SHORE COMMUNITY COLLEGE
Department of Business

ACC 121 – Principles of Accounting I
Summer 2019
Credit Hours: 4
Contact Hours: 5

Instructor
Name: Dr. Constance Schwass
Phone: 231 843-5939
Toll Free: 800 848-9722
Email: cmschwass@westshore.edu
Office: Arts & Sciences Building #382
Office Hours: 11:00 – 12:30 Tuesday – Thursday or by appt.

Course Location
ACC 121-21  M (hybrid)  8:30 – 11:20 a.m.  Room 212  Schwass

Course Description
This course introduces concepts of accounting as related to the double entry process of recording data in various journals, posting to general and subsidiary ledgers, the preparation of worksheets, and periodic financial statements. The course also includes topics related to receivables, cash and cash controls, plant assets, and payroll. The course approach will include several teaching/learning methods to insures maximum understanding of the subject matter. The teaching/learning methods used will include: lecture, demonstration, and team or group learning projects. Teamwork will be used and emphasized throughout the course.

Learning Outcomes
Students who successfully complete this course will be able to:

- Compare the various types of business entities and the role of Accounting in business.
- Analyze and summarize transactions made in accounts by applying the matching concepts and the adjusting process.
- Demonstrate the importance of completing the accounting cycle and apply the necessary processes for closing at the end of an accounting period.
- Apply knowledge about accounting systems, internal controls, and the importance of controls over cash.
- Determine inventory cost flow assumptions and their effects.
- Analyze the nature of fixed assets and intangible assets and apply various methods for expense determination.
- Analyze the creation and development of the payroll process.
- Communicate computer concepts, methods, and evidence clearly in written and spoken documents.
- Exhibit ethical/professional behavior in attendance, class conduct, assignment completion, teamwork and constructive peer feedback.

**Required Materials**
2. Working Papers Chapters 1-17
3. Calculator

**NOT Required. Only recommended:** A PC or laptop with Full-version Microsoft Office (Word, Excel, Access, & PowerPoint). Please note that as a WSCC student you are provided a free full-version of the current Microsoft Office (via 365). To download:

a. Go to [www.westshore.edu](http://www.westshore.edu), then under Quick Links click on OneDrive
b. Log into your WSCC OneDrive account with your WSCC log in credentials
c. Click on dotted square icon in the upper left-hand corner
d. Click the Office 365 words in the upper right-hand corner of the newly opened navigation window
e. Click the Install Office 2016 button in the upper right-hand corner and follow the instructions

**Course Outline**

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<tr>
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<td>2</td>
<td>Analyzing Transactions</td>
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<td>3</td>
<td>The Adjusting Process</td>
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<tr>
<td>4</td>
<td>Completing the Accounting Cycle</td>
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<tr>
<td>5</td>
<td>Accounting Systems</td>
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<td>6</td>
<td>Accounting for Merchandising Businesses</td>
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<tr>
<td>7</td>
<td>Inventories</td>
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<td>8</td>
<td>Sarbanes-Oxley, Internal control, and Cash</td>
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<td>Receivables</td>
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<td>10</td>
<td>Fixed Assets and Intangibles Assets</td>
</tr>
<tr>
<td>11</td>
<td>Current Liabilities and Payroll</td>
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**Chapter Assignments**

Each student will spend at least 7 hours per week preparing for class. Attendance is critical in this class.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Problems</th>
<th>Chapter</th>
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</table>
Late assignments will be marked down 10% for each day they are late, but never more than 50% of the total points available. Late assignments will not be accepted after the final exam period starts. **Class & Computer Etiquette: During the class period it is expected that all students keep their computer screens off unless instructed otherwise. It is very distracting for the instructor and other students and will not be tolerated.

### Grading

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<tr>
<td>60% - 63%</td>
<td>D-</td>
</tr>
<tr>
<td>59% or below</td>
<td>F</td>
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</table>

| Homework       | 25% |
| Tests*         | 50% |
| Final Exam (Chps. 9-11) | 25% |

*The lowest test score will not be counted in the student's overall grade average.

### Student Responsibilities

By registering for this course, you are stating that you have the necessary resources available to participate in this course. In addition to those course requirements listed, you agree to secure and maintain the resources necessary to complete the course. A home computer hardware failure, internet service disconnection, electrical outage (or the like) that may hinder your progress in this course does not constitute a deadline extension. If you are unable to work from your home location, it is assumed that you will utilize the open computer labs on campus in the Tech Center or the Learning and Testing Center in the Schoenherr Campus Center.

### Academic Integrity

Honesty is a core value at West Shore Community College. As a member of this academic community, students and faculty assume certain responsibilities. By enrolling in this course, students agree to adhere to high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action, up to and including expulsion from West Shore Community College. Student academic violations will be addressed as outlined in the West Shore Community College catalog.
Student Resources See Appendix O1 for the most up-to-date student resources information

Internet access for canvas and email
If you don’t have access to the internet at home, there are many computers and printers on campus that students can use for free. You will need to use Canvas, the course management program for this course. In Canvas you will be able to see various assignments, online quizzes, power point lecture slides and other resources. Access Canvas from the WSCC home page. If you have not logged into your account before you will need to utilize the Password Management page on www.westshore.edu. To access this page, click on the Quick Links tab on the top right of site’s homepage, then select Password Management option. You will then be prompted for your WSCC user name and password. Unless you’ve changed it, your user name for Canvas and email is your first initial and your last name (such as tjones for Tom Jones). Your initial password is mmddxxxxW% (where mm=your birth month, dd=your birth day, xxxx=last 4 digits of your SS#, and W% are these two characters at the end). You can change your password after you log in for the first time—hit Ctrl-Alt-Del to see options. If you have trouble logging in, contact the WSCC help desk at 231-843-5570.

Tips to be Successful
• Keep syllabus handy
• Reach out to instructor with questions and issues
• Check Canvas “classroom” Announcements often
• Check results of assignments when submitted
• Notify instructor of ANY late assignment submissions
• Don’t procrastinate

Notice
This course syllabus has been developed to communicate the basic content and students’ responsibilities for completion of this course. Due to unforeseen circumstances, this syllabus may have to be changed at the instructors’ discretion. It is the responsibility of the student to make themselves aware of these changes by checking the Canvas Announcements and Canvas Inbox messages frequently. Most importantly, please be assured that I want students to learn and be successful in class. So please make an appointment with me if you have any questions or concerns with your work along the way.
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<td>Tues. – Thurs.,</td>
<td>Chapter 5</td>
<td>5-5A</td>
</tr>
<tr>
<td>June 25-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., July 1</td>
<td>Chapter 6</td>
<td>TEST- CHAPTER 5, 6-1A, 6-2A</td>
</tr>
<tr>
<td>Tues. – Thurs.,</td>
<td>Chapter 6</td>
<td>6-3A, Comp. 2 Problem</td>
</tr>
<tr>
<td>July 2-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., July 8</td>
<td>Chapter 7-8</td>
<td>TEST- CHAPTER 6, 7-1A, 7-2A, 7-3A, 8-3A</td>
</tr>
<tr>
<td>Tues. – Thurs.,</td>
<td>Chapter 7-8</td>
<td>TEST- CHAPTER 7 (TAKE HOME), 8-4A, CHAPTER 8 QUIZ</td>
</tr>
<tr>
<td>July 9-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., July 15</td>
<td>Chapter 9-10</td>
<td>9-6A, 9-2A, 10-2A, 10-5A</td>
</tr>
<tr>
<td>Tues. – Thurs.,</td>
<td>Chapter 9-10</td>
<td>9-1A, 10-6A</td>
</tr>
<tr>
<td>July 16-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon., July 22</td>
<td>Chapter 11</td>
<td>11-4A, 11-5A</td>
</tr>
<tr>
<td>Tues. – Thurs.,</td>
<td></td>
<td>Comp. 3 Problem, FINAL EXAM-TEST-</td>
</tr>
<tr>
<td>July 23-25</td>
<td></td>
<td>CHAPTER 9,10,11 (TAKE HOME)</td>
</tr>
</tbody>
</table>
Appendix O. Entering Attendance

Please go to your web class roster and enter the appropriate attendance code following the procedure below. An attendance code must be entered for every student, attending or not attending.

1. Go to my.westshore.edu and login using your network login.
2. Click on the ‘Faculty’ tab.
3. Under ‘Faculty Course Control’, click the down arrow under ‘Go Directly To’ and select ‘Grade Entry’
4. Under ‘Absences’ select the code applicable for the student. **THERE MUST BE A NUMBER OTHER THAN ‘0’ UNDER ABSENCES FOR EVERY STUDENT.**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Student has attended all or most class sessions.</td>
</tr>
<tr>
<td>50</td>
<td>Student has been excessively absent from class (missed 50% or more)</td>
</tr>
<tr>
<td>30</td>
<td>Student has not attended class at all.</td>
</tr>
</tbody>
</table>
5. Scroll to the bottom of your class list and click 'Save'.

**Please DO NOT enter any data other than the absence code.**

_It is VERY IMPORTANT that we have this information. The Records office depends on this information for Administrative Drop and Student Financial Aid._

_Faculty not reporting attendance will be forwarded to the appropriate dean._

If you have any questions or concerns regarding the method of entering the information or online absence coding, please contact Jill Sweet at extension 5918 or via email at jmsweet@westshore.edu. If she is not available, please contact Irma at ihinojosa@westshore.edu or at extension 5862.

**Class Rosters**

You may login to my.westshore.edu to obtain your class rosters and view any updates, such as drops or withdrawals, throughout the semester. Students who have withdrawn from a course will be listed with a final grade of 'W' and a Last Date of Attendance (Withdrawal Date) on the grade entry screen, **please do not alter the Last Date of Attendance.** Students who have withdrawn will no longer appear in your class list.

**Students Not on Your Roster**

If you have a student who has been attending one of your classes and the student's name does not appear on your roster, please inform the student that he/she is not registered for the course and needs to contact the Student Records Office immediately. In addition, please send an e-mail to Irma Hinojosa at ihinojosa@westshore.edu or call her at extension 5862. Any other roster changes should also be directed to Irma as soon as possible.

**Students Auditing Your Class**

Students auditing a class will appear on your roster with an AU credit type. The last day students may change from audit to credit or vice versa is mid-term.

**Other Important Announcements**
Please share the following information with your students:

1. Please announce to students that if they are completing their requirements for their program at the end of the summer semester, they must apply for graduation as soon as possible. The application for graduation is available on my.westshore.edu under My Student Forms. There is no fee to apply for graduation.

2. Remind students that ID cards may be obtained in the Student Services Office. The card will be printed for them on the spot and a brochure explaining discounts available will be supplied to each student. The office is open Monday – Friday from 8am - 5pm. If the student is not able to come in to the office, they may contact Student Services at 231-843-5510 to make other arrangements.

3. Remind students that the last day to order books and other materials towards financial aid funds through MBS Direct is TBA.

4. Announce that financial aid refund checks will be mailed out to all students after verification of class attendance, book charges, etc. The approximate date of delivery will be four to six weeks into the semester. All checks will be mailed so students must make sure that the address on record is correct.

5. Please remind student to check the website for any inclement weather issues and cancellations.
Appendix P. Entering Mid-Term Grades

1. Go to my.westshore.edu and login using your network login.
2. Click on the ‘Faculty’ tab.
3. Under ‘Faculty Course Control’, click the down arrow under ‘Go Directly To’ and select ‘Grade Entry’.
4. Under ‘Midterm Grade’ select the grade for the students who are earning less than a C-
5. Scroll to the bottom of your class list and click ‘Save’.

Please DO NOT enter any data in the Final Grade, Last Date of Attendance, or Absences columns. If there is already data there, please do not edit or erase it.

If you have any questions or need assistance, please contact Irma Hinojosa or Jill Sweet in the Student Records Office.
Appendix Q. Entering Final Grades

WEST SHORE COMMUNITY COLLEGE
Student Records Office

MEMORANDUM

TO: All Faculty
FROM: Jill Sweet, Registrar
RE: Final Grades for Fall 2017-2018

This is to remind you that final grades for the Fall 2017-18 term are due on Monday, December 18, 2017 by midnight. Please enter your final grades online for ALL STUDENTS on your class list.

Any students with an “Audit” grade will be entered by Student Services. If you are giving an Incomplete grade, you MUST complete an Incomplete Agreement form with the student.** The Incomplete Agreement forms are available in Student Services, from Tami Stadler/Arts and Sciences Building or from Wanell Cabot/Technical Center office.

** PLEASE NOTE THAT INCOMPLETE FORMS ARE NOT REQUIRED FOR OEOE COURSES. **

Steps for entering final grades:

1. Go to my.westshore.edu and login using your network login
2. Click on the “Faculty” tab
3. Under “Faculty Course Control,” click ‘View Details’ and change the term to the appropriate term. Click ‘Search’.
4. Click the down arrow under “Go Directly To” and select “Grade Entry”
5. Under “Final Grade” select the grade for each student
6. Scroll to the bottom of your class list and click “Save”

On your class list, you will note a Last Date of Attendance column. Please enter the last date of attendance ONLY for students who received final grades of “F” in your course or an Incomplete (I). Students who have already withdrawn will automatically have a last day of attendance date. For those students who attended to the end of the semester and received an “F” grade, you may enter the last day of the semester as their last day of attendance.

If you have any questions or need assistance, please contact the Student Records Office.

Irma Hinojosa
Email address: ihinojosa@westshore.edu
Telephone No.: 231-843-5862

Jill Sweet
Email address: jmsweet@westshore.edu
Telephone No.: 231-843-5918
Appendix R. Incomplete Form

WEST SHORE COMMUNITY COLLEGE
Scottville, Michigan

INCOMPLETE AGREEMENT FORM

Student Name ____________________________ Social Security No. XXX-XX-__________
ID Number __________ Address ____________________________
Phone/Cell No. __________ Email ____________________________

<table>
<thead>
<tr>
<th>Course Dept.</th>
<th>Course No.</th>
<th>Course Section</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Reason(s) for the Incomplete:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Last Day of Attendance ____________________________

The completion date specified below is the outside limit acceptable to the instructor. The action date indicates the semester in which the grade will turn to an “F” grade if a change of grade form is not submitted by the instructor.

Today’s Date ____________________________ Completion Date ____________________________

Action Dates:  Fall Term – December   Winter Term – May  Summer Term – August

An INCOMPLETE GRADE (“I”) indicates that for a justifiable reason you failed to complete the requirements for this course prior to the close of the semester. You must complete this course work prior to the close of the next semester. Failure to do so will result in the automatic changing of the “I” grade to and “F” grade by the Office of Student Records. A grade of “I” is not automatic. You must arrange for this grade with the instructor.

Coursework to complete by the above completion date:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature ____________________________ Date ____________________________

Instructor’s Signature ____________________________ Date ____________________________
Appendix S. Student Course Evaluation

**Student Related Questions**

**Required 1** -
I listened attentively in this class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required 2** -
I took good notes throughout this class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required 3** -
I attended this class regularly throughout the semester.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required 4** -
I read all assigned materials for this class.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required 5** -
I submitted my assignments for this class on time.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professor/Course Related Questions**

**Required 6** -
This class was well organized.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required 7** -
The grading system for this class was clearly explained.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required 8** -
The syllabus accurately described the requirements of this course.
<table>
<thead>
<tr>
<th>Required 9</th>
<th>The grading system for this class was fair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 10</th>
<th>Homework and Tests for this class were graded and returned promptly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 11</th>
<th>Tests and Exams for this class were based on assigned materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 12</th>
<th>The professor for this class encourages students to ask questions and participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 13</th>
<th>The main concepts from this class will help me in other classes and in other aspects of my life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 14</th>
<th>I learned a great deal in this class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required 15</th>
<th>In general, I am satisfied with this class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

| Overall Course Questions |

16. How could this class be improved for future students?

[Blank space]

17. Were there any specific lessons, topics, or teaching strategies used in this course that were particularly helpful to you in the course material?

[Blank space]
Appendix T. Manistee Center Supplement

Contact Information
Craig Peterson
Media Services & Learning Technical Coordinator
Technical Center 112A
capeterson@westshore.edu
(231) 843-5920
Manistee Center
(231) 510-3880

All parts of the preceding manual also apply to teaching at the Manistee County Education Center. The following are specific to the Manistee site. If you have any questions, contact Craig Peterson.

Purpose
In October 2006, Munson Healthcare Manistee Hospital (previously West Shore Medical Center) and West Shore Community College broke ground to establish a mutually beneficial education center on the hospital’s campus northeast of Manistee to meet the educational needs of the organizations’ shared constituency. In 2017 West Shore Medical Center merged with Munson Healthcare and became Munson Healthcare Manistee Hospital.

The 7,650-square-foot structure includes four classrooms, a WSCC office including printing and copier, and storage space. One of the classrooms includes desktop computers for all students and a cart of 25 computers can transform each of the other classrooms into a computer lab.

WSCC’s mission at the Center is to offer students in the northern portion of the college’s district a more convenient location for courses. Review course offerings at www.westshore.edu.

Offerings have expanded from four courses in the early evening to courses that are offered throughout the day, serving the college curriculum needs of diverse residents of the area, including high school students, recent high school graduates, and adults seeking to start or complete a certificate or degree.

WSCC is proud to note the CEO of Munson Healthcare Manistee Hospital, James Barker, was a WSCC nursing graduate, and currently serves as a college trustee. Each year, WSCC’s Nursing Program clocks 200+ hours in clinical rotations at Munson Healthcare Manistee Hospital.

The partnership between the Munson Healthcare Manistee Hospital and West Shore Community College is thriving and vital to both institutions’ mission of service to the community.

The Facility
The Manistee Center has four classrooms (two general classrooms, one science classroom/lab, and one computer classroom/lab), an office for WSCC staff, a tutoring room, a cafeteria, ATM, and vending areas available to college students and faculty.

Technology
Classroom 4 is equipped with 20 desktop computers. The desktop systems with transition desks allows easy conversion between lab and lecture room. In addition, 25 notebook computers & imaging cart are located in classroom 3. This mobile computer laboratory will be available for use in various classrooms throughout the semester. Scheduling of these computers may be completed by contacting the Center Coordinator. The WSCC computer systems are managed and supported by WSCC.

A teaching workstation is located in each classroom. Use your West Shore Community College network credentials to log in to these computers.
The WSCC office located at the Manistee Center has two computers for faculty use. Faculty may also access these computers with their WSCC credentials. Computers are configured with Windows 7 and Office 2013. Course specific software is installed by request. Guest users will need to ask the student worker for a temporary user name and password.

Munson Healthcare Manistee Hospital
See p. 84 for Manistee Center Emergency Codes.

Keys
Keys to the classrooms and office will be issued by Melissa Conway from WSCC Campus Services. If you will not be teaching in the next semester, please return keys to Melissa Conway at WSCC Campus. Keys can be returned by interoffice mail. Please use an envelope addressed to Melissa Conway and place in main campus mailbox in office. There will be a spare set of keys in the mailboxes in the office at the Manistee Center.

Building & Classrooms
Please use the main door to enter and exit the building and instruct students to do the same. The hospital will be responsible for locking and unlocking the main door. At 8:00 p.m. the hallway doors leading to the Café and main hospital building will be locked. If you change the arrangement of tables and chairs, please change them back to original setting before leaving. Also, turn off lights and lock classroom and office door.

Smoking
Smoking is not permitted on any of Munson Healthcare Manistee Hospital properties or in vehicles on the property.

Telephone Calls
There is a telephone inside the WSCC office at the Manistee Center. The phones in the classroom are for emergency use only. Dial 9 to access an outside line. Students may use the office telephones for local calls. Please supervise students as there may be sensitive information in the office.

Supplies
Paper, dry erase markers and erasers will be stored in the cabinet under the mailboxes. Paper will also be stored in the middle cupboard in the copier room. Please use WSCC supplied paper when making copies. If any supplies get low, please notify Craig Peterson at (231) 843-5920 or capeterson@westshore.edu. Mail from the main campus will be placed in your mailbox and mail that needs to be sent to main campus can be placed in Main Campus mailbox at the Manistee Center.

Audiovisual Equipment Needs
There is a teacher station with projector installed in each classroom. Contact the student worker if assistance is needed with equipment or contact the Help Desk at helpdesk@westshore.edu or (231) 843-5570.

Inclement Weather Policy
See Appendix H in this handbook.

Books for Students
Students can purchase their books online or by phone and have them sent to their homes. http://booksource.westshore.edu/home.aspx or call (231) 843-5506.

Copier
A photocopier for your use is located in the room next to the WSCC office, across from classrooms 2 & 3. Paper for the copier will be kept in the center cupboard (you will need a key to get into this cupboard). The copy room is locked and requires a card swipe to get in. The card is stored in the mailboxes in the WSCC office.
Mailboxes
Each faculty member teaching at the Center will have a mailbox in the Manistee Center Office. In addition there will be a Main Campus mailbox in the office to be used to send mail back to the main campus.

Heat and A/C
There are thermostats in each room. Please adjust in small increments. They are not locked or covered. If there are any maintenance or janitorial issues, contact the student worker or the hospital operator if no student worker is present.
If someone is severely ill or places him/herself or others in danger, call 911. Then dial 0 for the hospital operator to report that 911 has been called.

**CODE BLUE**
If a Code Blue is called, there is an emergency elsewhere in the hospital; you don’t need to take action.

**CODE RED**
If a Code Red is called all occupants should leave the education center and go outside to the Lobby of the hospital. You will be notified when an “all clear” is called.

**CODE PINK** – Infant Abduction
Please monitor the exits in the education center including the stairway exit immediately outside the sliding entrance doors for suspicious people leaving the hospital.

**CODE YELLOW** – Bomb Threat
Please leave the education center and proceed to the lobby or your vehicles via the outside route.

**CODE SILVER** – Weapon/Hostage situation
Please lock the doors to the room you are in and put a desk in front of it. You will be notified when an “all clear” is issued.

**CODE GRAY** – Combative person
Remain in your rooms.

**CODE WEATHER**
Move away from windows and go to the center hallway of the hospital.

**CODE LIFT**
It is not necessary to respond

**CODE DECON**
It is not necessary to respond.

**CODE TRIAGE INTERNAL**
Prepare to leave the hospital because we are experiencing a disaster that requires our resources and may limit resources.

**CODE TRIAGE EXTERNAL**
Prepare to leave the hospital because we are experiencing an influx of patients that will tax our resources.

**OPERATION TRANSFER**
We are evacuating Munson Healthcare Manistee Hospital. Please prepare to exit the premises.
Appendix U. Helpful Tips for Adjunct Nursing Instructors

Congratulations on becoming an adjunct instructor! Adjunct instructors play a vital role in the education of student nurses. Each adjunct instructor has a lead instructor. The role of the lead instructor is to mentor the adjunct and provide the adjunct with the resources to successfully teach the clinical rotation. You are also provided with both a WSCC Adjunct Handbook and the Student Nurse Handbook. Information contained within these documents may also help answer some questions you may have about adjunct teaching.

As a clinical adjunct instructor your responsibility is to enable students to transfer knowledge learned in the classroom to real-life situations. Students will be measured by a series of outcomes (which are characteristics, qualities or attributes that a learner displays at the end of an educational program). Your lead instructor will provide you with the outcomes of the course and suggestions on different ways to assist students in meeting these outcomes.

The following are provided to you by West Shore Community College prior to getting started teaching:

1. Attend the mandatory meeting with your lead instructor. During this meeting the instructor will cover the objectives for the class, how to set up your clinical day, the evaluation tool, and the process for addressing clinical concerns.

2. You will be given a current Adjunct Handbook and a Student Nurse Handbook. These are resource documents for you if you have any questions, you may find answers in the handbook. All students also receive a copy of the Student Nurse Handbook.

3. Orientation to the unit or hospital you will be teaching is provided. When you go through orientation as an adjunct instructor, this experience will/can help you identify how students may also feel about being in a new and unknown place.

4. Introduction to key staff on the unit or hospital where you will be teaching is beneficial.

Prior to the First Clinical Day

As an adjunct instructor you may find it helpful to meet with the hospital unit prior to students’ first clinical day. You may be able to arrive early on that day and speak with agency personnel or you may want to speak to agency personnel a day or two before the clinical. You may even visit the unit with the lead instructor of the class.

1. Introduce yourself, your role, and begin to develop positive relationships.

2. Tour the unit.

3. Share the objectives of the clinical with the nurse manager/unit staff.

4. Be professional.

The First Clinical Day

Remember that students almost always perceive the first day of clinical learning activities in a new setting as stressful. It is helpful to plan specific activities for the first day that will allow learners to become familiar with their clinical environment and alleviate their anxiety. Even when students have attended an agency orientation, it is helpful to take them on a tour of the specific areas they will use. Below are some helpful hints for Orienting Students to their Clinical Site:

- Information on a meeting place at the organization for the first day: this information should include where students should park and the geographical location of the agency.
Help students to learn the physical setup of the unit, locations of locker rooms, restrooms, fire alarms, assignment boards, medication dispensing cabinet, kitchen, and reference materials.

Show students where they are to put their belongings.

Introduction to staff members with names, titles and their professional roles.

Daily schedule and routines should be shared with students. Giving students our standardized "WSCC Shift to Shift Report", which helps them collect information on their patient, is also helpful.

Where to find patient information and how to use the documentation system. (Students will have orientation with each agency on these but it is helpful to spend some time reviewing)

Make a phone list of all students in case of emergency. In winter time it is helpful to explain to students that we will use the phone list in case of clinical cancellation and how that process will work.

Review WSCC’s expected clinical polices: being on time, appropriate dress, expected behavior, scope of practice, and standards of safe clinical practice (these can be found in the Nursing Student Handbook).

Review Standards of Safe Clinical Practice Document (see below) with the students, answer any questions students may have, and have students sign.

Helpful Hints for the Instructor’s First Day

Arrive early, speak or introduce yourself to the charge nurse. Inform the nursing staff of the start and end time on the floor.

Program the lead instructor’s contact information into your cell phone in case you need to contact them.

Find out if there are any patients who would not be a positive learning experience for students. (Sometimes it is helpful if you as the instructor get report on the patients either by attending report or by speaking with the charge nurse.) This will help assigning patients to students.

On the first day, you may double up students if this will alleviate anxiety, especially if this is their first clinical rotation.

Ask the charge nurse if there are nurses who enjoy working with students. Let the nurse who is assigned the patient know they will have a student working with one of their patients for the day.

Provide a list to the charge nurse with the students’ names and what patient they are responsible for that day (student assignment sheet). Maybe there is a place you can post this. Factors to consider when making clinical assignments include:

What are the Learning Outcomes? – structure assignments so the student has an opportunity to meet the learning outcomes. Select activities so they related logically and are at the appropriate level for the student.

Consider Learner characteristics –how does the student learn, are they slow and methodical or quick, what areas interest the student, where are their skills and past experiences?

Needs of the Patient – Are the patient needs too complex for the student’s level? Is the patient or family in crisis? Do they need teaching? Consult the nursing staff.

Consider the student – Patient Ratio options. One student/one patient, multiple students/one patient, multiple students/ patient aggregate (group is assigned to compete activities related to a community or population subgroup). Taking and recording all vital signs of patients, analyzing the data and present a report to the nurses.

Model positive communication with the hospital staff and patience.
Display professional behaviors and encourage the same behavior in students: This may include:

- Communicating positively with other members of the healthcare team, patients, and family members.
- Promptness and timeliness
- Be available to students
- Ensuring safety but at the same time encouraging learning opportunities for students
- Be aware of hospital policy and knowing where and how to find this.

The Pre-Conference
Pre and post conference meeting is the instructor’s opportunity to focus students on the important task of expectation setting (pre-conference) and on reflection (post conference). Pre conference is a team meeting prior to the start of patient contact. Students should know who their patient is for the day and you as the instructor can help them figure out their plan of care for the day. This is a good time to:

- Emphasize the schedule for the day and answer any questions.
- It is equally important that students understand the why of what they are doing, I & O’s, catheter, medications, wound care.
- Dialogue with students and helping them with their learning needs by giving diverse assignments, asking higher level questions, giving clear explanations, and demonstrating procedures
- Create a climate that is supportive of students and promotes safe practice.

The Post-Conference
Post conference is an opportunity to reflect on the clinical day. This is an opportunity to listen to students and to help them apply knowledge and critically think. Other helpful tasks:

- Encourage students to evaluate their own performance, “How do you think clinical went today?” Share the evaluation tool. Encourage students to review it and to think about ways they can meet the objectives the next day.
- Explain concepts or theories that were pertinent for the day
- Ask higher level questions that assist students in thinking through complex situations
- Consider student goals and needs and guide student learning
- Share observations of clinical performance
- Help students to become self-directed
- Use the Nurse Tim Lab Coat Notes for Teaching Clinical for more ideas. This can be checked out through the Director of Nursing.

Student Evaluation
Clinical instructors are required to complete at least one formative evaluation on students during the clinical rotation (weekly or mid-rotation). The clinical evaluation form is developed by WSCC and is a legal document pertaining to the progress of the student on meeting class objectives.
From Gaberson & Oerman (2011) “The standard of care of a nursing student is not what another nursing student would have done; students are held to the same standards of care as registered nurses (Brent, 2004). The concept of personal liability also applies to students. Students are liable for their own actions as long as they are performing according to the usual standard of care for their education and experience, and they seek guidance when they are uncertain of what to do. Therefore, it is not true that students practice under the faculty member’s license (Brent, 2004).”

Instructors are not liable for negligent acts performed by their students as long as the instructor has:

1. Selected appropriate learning activities based on objectives
2. Determined that the students have prerequisite knowledge, skill, and attitudes necessary to complete their assignments
3. Provided competent guidance

Instructors are liable for their negligent actions if they make assignments that require more knowledge and skill than the learner has developed, or if they fail to guide student activities appropriately. If a student demonstrates clinical performance that potentially is unsafe, the student and the teacher may be liable for any subsequent injury to the patient. The clinical teacher in this situation should remove the student from the clinical area not as in denying access to clinical learning activities but because it is an appropriate response to protecting the rights of patients to safe, competent care. Instead of denying the student access to all learning opportunities, removal from the clinical setting should be followed by a substitute assignment that helps the student to remove the deficiency in knowledge, skill or attitude. For example the student might be given a library assignment to acquire the information an extra skills lab session, a revamping of a clinical partner/decreased patient numbers may be appropriate.

If you observe a student who is struggling with safe practice, please notify the lead teacher immediately. If you are still concerned with the student’s practice notification of the director of nursing is also appropriate. It is the instructor’s responsibility to:

- Complete the student evaluation form providing specific, timely and useful feedback
- Shares observations of clinical performance and judgements about whether students are meeting the clinical competencies with student – focus on competencies
- Be willing to modify judgments when a different perspective is offered
- Correct mistakes without belittling students
- Ask yourself if this is a fair evaluation
- Offer suggestions as to how students can improve their performance
- Be knowledgeable about the student handbook and follow college policies

**Safe Clinical Practice Policy**
(Also in Nursing Student Handbook)
All WSCC nursing students engaged in clinical activity are expected to adhere to the Standard of Safe Care and Clinical Practice Agreement. A student who has failed to abide by safe standards will result in disciplinary action, which may include dismissal from the nursing program.
At the beginning of each clinical the student will receive a copy of the Standards of Safe Clinical Practice, and they will be reviewed with the students at the beginning of each academic semester. Students will be required to sign the document and adhere to the standards, this document will be filed in the student's file.

A violation of the Safe Clinical Practice agreement will result in the following disciplinary procedures:

A. First Violation
   1. Student will be given an immediate oral warning by the faculty member. The incident will be documented by the faculty member on the clinical remediation form and the clinical evaluation. The lead instructor will be immediately notified. A copy of the remediation form will be given to the student and the original placed in the student file.
   2. At the discretion of the faculty member, the student may be required to leave the clinical unit for the remainder of the day. The student may be given an alternative assignment.
   3. If this violation is of a serious nature it may be referred to the Director of Nursing for further disciplinary action as in B. and C. below.

B. Second Violation
   1. The faculty will document the incident on the remediation form. Following discussion of the incident with the student, the lead faculty will also speak with the student and the remediation form will be forwarded to the Director of Nursing for review and recommendation of further action.
   2. The recommendation of the Director of Nursing will be forwarded to the Dean of Occupational Programming for review and decision regarding reprimand or dismissal. This disciplinary action process will be documented and placed in the student’s file.

C. If the student has not been dismissed and remains in the Program following the above disciplinary action, any addition violation will be documented and referred as above to the Director of Nursing and Dean for disciplinary action, which may include dismissal from the Program.

D. The rights of the student will be safeguarded as set forth in the WSCC Due Process Procedure.
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