



CAFE NEWSLETTER

Volume 4, Issue 1 | August 2017

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Dear Faculty,

The CAFE Action Board members hope that you have returned from the summer break refreshed and excited for a new academic year. This year brings unique challenges as we adjust to many of our colleagues pursuing other paths. Please keep the College Mission in mind: "Schoolcraft is a comprehensive, open-door, community-based college. The mission of the College is to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals." To aid you in creating this learning experience, the newsletter brings you information about topics such as accessibility and shares numerous professional development opportunities. Please take some time this term to visit the CAFE in G100 for additional resources!

Warm wishes for a great term!

Sincerely,

The CAFE Action Board

Helen Ditouras	Tom Worthington	Anne Huber
Mark Huston	Dianne Aitken	Leslie Petty
Chris Misiak	Cindy Cicchelli	Sandi Tyler
Wayne Pricer	Scott Davis	

Visit the CAFE in the Grote Bldg., Room 100
Tuesdays, Wednesdays, & Fridays 10 AM–2 PM
Facility is available outside of these hours upon request.



**Schoolcraft
College**

Program Spotlight: Welding

“Welding 101”

What is welded around me?

After you take a welding class you will realize how almost everything around you that is metal has been welded. From when you wake up from a steel frame bed and go down the stairs using the metal hand rail. The stairs are reinforced by metal welded rod inside of the concrete. The car you drive has hundreds of welds and the bridge you drive over to go to work is welded by Certified Welders through the Michigan Department of Transportation or American Welding Society (AWS). The building you work in has an unbelievable number of welds on the support beams and foundation. The chair you sit in, if it is metal, has been welded.

In layman’s terms: Join metals that like each other and can become one (coalescence). To make a weld, the metal needs to be melted. Every metal has a different melting temperature which will determine its weldability to another



What is welding?

AWS definition: A joining process that produces coalescence of materials by heating them to the welding temperature, with or without the application of pressure or by the application of pressure alone, and with or without the use of filler metal.

metal. If pressure is needed, it can come from the flow of electrons, fire, or machine pressure such as squeezing. Metals can be welded with an added metal filler or can be fused together without a filler. All of these scenarios dictate the weldability of one metal to another.



Welded stair railing near the Grote Building. Look for other welds on campus throughout your day!



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What safety precautions are necessary when welding?

- Welding, cutting, and brazing are hazardous activities which pose both safety and health risks to over 500,000 workers in a wide variety of industries.
- The risk from fatal injuries is more than four deaths per thousand workers over a working lifetime.
- Occupational Safety and Health Administration (OSHA) is developing an action plan which will reduce worker exposures to these hazards.

Schoolcraft College has incorporated a mandatory OSHA 30 course within the apprenticeship certificate and the associate degree. This course is vital to ensure students have the hazard recognition knowledge along with understanding their rights on the job. This course is part of our articulation agreement with a four year welding engineering technology degree, along with also being a required course for other manufacturing programs at Schoolcraft College (Mechatronics).

In the photo you can see what type of safety gear is necessary in the welding arena. Natural materials like cotton and leather are much safer than synthetics. Sparks are a part of welding and often land on clothes. Synthetic materials melt rapidly which can significantly damage the skin underneath by sticking to it vs catching fire which can be put out quickly.

It is also important to keep sparks from settling inside your boots or pant legs. This is done by not having cuffs on your jeans and having the jeans go over your boots. Sparks will then just roll to the floor. Facial and eye protection are an obvious necessity! Depending upon the type of welding, a mask may be also be necessary to prevent the inhalation of toxic gases.

What equipment is used to weld?

The welding equipment/process is determined by what type(s) of metal one is using. In addition, materials may need to be cut and prepared prior to welding. The Schoolcraft College welding laboratory has numerous weld-

ing stations and equipment that resemble what students will see in industry. Some of these include:

OFW: oxy-fuel welding equipment consists of a fuel and oxygen tank along with a torch. Used for welding, brazing, heating, and cutting.

SMAW and GTAW: Shielded metal arc welding and Gas Tungsten arc welding use a Constant Current power source used for arc welding and tungsten inert gas welding.

GMAW and FCAW: Gas metal arc welding and fluxcore arc welding use a Constant Voltage power source with a wire feeder. Considered the most common weld process in industry.

PAC: Plasma arc cutting uses a constant current power source with a gas for ionization. Emits heats up to 30,000 degrees Fahrenheit and can cut any conductive metal.

Welding at Schoolcraft College

Who are our Welding Faculty and what are their specialties?

Coley McLean: Instructor for almost 20 years including time at College for Creative Studies, Washtenaw Community College and currently at Schoolcraft College. Certified as an AWS CWI/CWE (American Welding Society Certified Welding Inspector/Educator) and OSHA (Occupational Safety and Health Administration) authorized instructor for general industry and construction as well as an NCCER (National Center for Construction Education and Research) instructor. Certified more than 300 welders. Owns and operates a fabrication shop in Detroit.

Melissa Machnee: AWS certified welder and educator. Developed the sculpture certificate program. Over 10 years' experience teach-

continued on p. 4



Student Kelly O'Neill exhibits and sells her welded art at local galleries. Here she models proper safety gear.

Industrial Grade Auto-Darkening Helmet

Safety Glasses

Welding Jacket/Apron

Welding Gloves

Denim Pants

Leather Shoes/Boots

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ing GMAW (Gas Metal Arc Welding) and sculpture.

Don Neilson: Owned and operated a welding and fabrication business for over 25 years. First Skills USA welding competitor for the state of Michigan. Teaching welding and fabrication for over 15 years. Specialized in all aspects of welding and fabrication, along with owning and operating high production and precise metal fabrications. AWS certified welder.

Christopher Olson: Owner and operator of Exact Fabrication LLC in South Lyon, specializing in custom fabrication and repair. Teaching welding and fabrication for over 10 years. Over 15 years of industrial experience. AWS and ASME (American Society of Mechanical Engineers) certified welder.

Andy McGibbon: Journeyman Plumber/Pipefitter and Certified Welding Inspector. Over 30 years of trade experience and over 15 years teaching welding and fabrication including apprenticeship training. Foreman on several large construction projects throughout the state of Michigan. UA (United Association) and ASME certified welder.

Debra Stuart: Aerospace welder extraordinaire. Currently working as the lead welder for US Turbine, specializing in high end turbine welding and repair. Teaching Welding and fabrication for over 10 years. AWS certified welder and D17.1 certified Aerospace welder.

Clyde Hall: Teaching welding and Fabrication for over 35 years. Bachelor's degree from the University of Michigan. Certified welding inspector and Welding Educator. Inspected and certified hundreds of welders and students. Developed modern curriculum for welding and fabrication classes that institutions still use to this day.

What welding program options do students have at Schoolcraft College?

Welding Fabrication Certificate:

This certificate program gives students the hands-on experience needed to obtain a job in the welding industry. It prepares them to select between welders' certification exams and includes critical courses in math and metallurgy.

Welding Fabrication Technology AAS:

This associate's degree program includes the hands-on skills from the certificate but adds additional training in safety, manufacturing, communication and writing.

Pre-Apprenticeship Certificate:

In order to qualify as a welding journeyman, a student must complete apprenticeship training. This certificate was developed in collaboration with local industry to give students this opportunity. An apprenticeship will lead to a permanent career. Apprentices in the welding trade will always be employed. When they finish out and become Journeymen they have more freedom to choose the job and have the opportunity to customize their work schedule. If the Apprentice demonstrates a willingness to learn and technical skills (which they acquire in our apprenticeship certificate program) they have the opportunity to make Journeyman wages. We have students who use our pre-apprentice certificate and start directly into the Local 25 Iron Workers union or other union trades. Students are offered production jobs (such as building racks for automotive, welding steel dumpsters, welding prototypes, trailers, process piping) and welding sales.

Welding Sculpture Skills Certificate:

This skills certificate allows students to have a taste of welding. From here students

often move into one of the programs above or elect to become an entrepreneur creating outdoor welding sculptures or welded home décor.

Schoolcraft College offers articulations with several local high schools which have welding programs. This gives incoming students the opportunity to quickly complete their degree. In addition, students who complete our Welding AAS have the opportunity to attend Pennsylvania College of Technology for a four year degree in Welding Engineering Technology through another articulation agreement. We currently have three students who have been accepted to Pennsylvania College of Technology and some will be starting this Fall.

In addition to our degree seeking students, people from industry sign up for single courses to obtain additional certifications. So many jobs now require the welders to be certified. The Department of Defense requires certification along with any bridge or major structural construction. Insurance companies will also require certified welders to ensure the welds meet applicable codes and standards.

Although degree completion is ideal, students can seek employment after completing two welding classes which would lead them to entry level jobs. Students who complete the associate or certificate programs will be able to seek out higher level employment opportunities. To aid students in their pursuit of higher education, the department has identified several scholarship opportunities that students benefit from throughout the year.

How are math and English skills critical to student success?

Students are surprised by how vital math, science, and English

skills are to any welding and fabrication job. Nothing can be fabricated or cut without the use of basic math skills. Most welders work from welding prints where dimensions are crucial, along with the interpretation of weld and welding symbols. See the sample from a Weld Procedure Specification (WPS) below. All dimensions cannot be depicted on a print, so welders are required to use “back math” to acquire specific dimensions that are driven from other dimensions on the print. In addition, basic math skills are required to write and qualify a weld procedure.

Weld procedure is a written document detailing the required variables for specific application to assure repeatability by properly trained welders and operators. Variables include: travel speed, amperage and voltage ranges, joint details, weld sequence. When a weld is inspected using the Weld Procedure Specification (WPS) the inspection can include tensile testing using a formula, visual inspection to a code and/or nondestructive testing to a code.

English skills are crucial because of terminology and communication. Using appropriate terminology can be the difference between a weld being acceptable or not. Forms must be filled out neatly and correctly in order to be certified as following a WPS. (See

terminology sample from WPS.) The industry constantly demands that employees have soft skills that include the ability to communicate and utilize higher order thinking skills related to safety and print reading.

BASE METAL (1.2)	
Material specification type and grade:	
Sheet steel	A1011 to A1011
Support steel	A36 All group I to group I
Thickness Range:	
Sheet Steel	18Ga-7Ga
Support Steel	20Ga-3/8"
Thickness	t/2min-2t max
Base Metal Preparation	
mechanical cleaning	

FILLER METAL (Table 1.2)	
Specification	A5.18
Classification	ER70s-X

POSITIONS (Table 1.3)	
Position of Groove	N/A
Position of Fillet	All
Progression	Uphill

Example of a weld procedure with technical language, demonstrating the critical importance of understanding of English in the welding field.

What teaching techniques are used in the Welding classrooms?

The welding courses are a combination of lecture and laboratory opportunities. The lectures involve safety and setup, the explanation of the science behind the welding process, along with code specifications and acceptability. Some instructors use Blackboard for reference material and exams. Lab time offers students hands on experience. The “art” of welding cannot be mastered through watching someone make a weld then making a single weld themselves. It takes a lot of practice. Observing the welding process up

close and watching the welding process multiple times has been facilitated by utilizing a welding camera. Faculty can display real-time welds and record them for future reference.

The faculty also try to meet the students where they are regarding technology. Instructors use a lot of welding iPhone applications to find out machine settings, print symbols, conversions, fabrication templates, OSHA forms, inspection forms, and hot work permits. Students now have access to a smart phone, so showing how to use applications are real-world and can be used in the field.

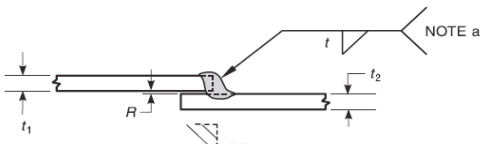
Incorporating real-world scenarios and allowing students to work on community projects is another beneficial teaching tool for everyone. Faculty set up work simulations so students go through a weld test and practical test similar to what they will expect when applying for employment. Students are constantly using math to fabricate, so lessons incorporating prints that require basic math skills to fill in the missing dimensions are used. Faculty have also designated open lab time where an instructor is there for students and they can receive help during non-class time.

What are our recent graduates doing now?

Interview of current student Dan Smith by Coley McLean

Dan Smith has been my student since I started here, so we basically started together. Dan is one of the many reasons I wake up in the morning. His dedication to working hard and realizing that he wanted a career, makes Dan’s persona addictive. Dan works full time and attends SC part time in the evening. He has student loans to cover his cost and he takes full

continued on p. 6



Welding Process	Thickness	R = Root Opening	Positions
All	$t_1, t_2 = 18 \text{ Ga. MIN.}, 7 \text{ Ga. MAX.}$ and $t_2 = t_1/2 \text{ MIN.}, 2t_1 \text{ MAX.}$	0 MIN., $t/2 \text{ MAX.}$ (See Note a)	All

^a $t = t_1 \text{ or } t_2, \text{ whichever is less.}$
 Note: See Annex D for metric equivalents of U.S. Customary Units.

Figure 3.2B—Fillet Weld in Lap Joint (see 3.2.2)

Example of a welding print with associated dimensions, demonstrating the critical understanding of math in the welding field.

continued from p. 5

advantage of open labs and class time. Dan is really quiet but super smart, I really enjoy working with him and I can't wait to see what his future looks like.

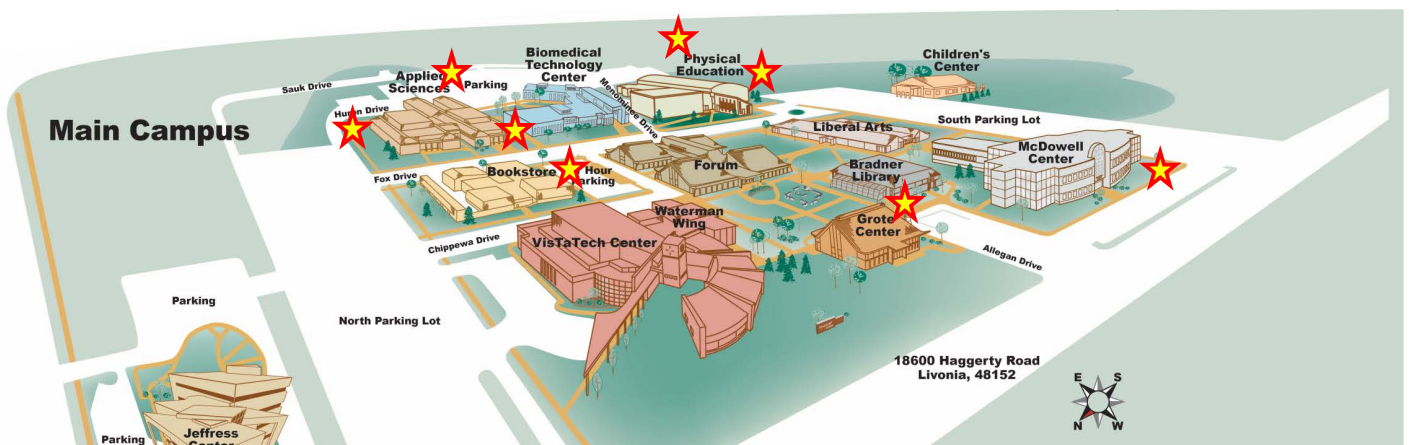
- *What got you interested in Welding?* Brother, that's what he did, tool and die, constantly bragged about things that he was working on. It sounded like something I wanted to try.
- *What was your background before entering the welding program?* Automotive based and laborer. My goal is to get a career as a welder.
- *Are you a full time or part time student?* Part-time student to insure I keep my school loans.
- *What is your favorite class and why?* Advanced TIG, it was fun and print reading because it is more real world.
- *What is your favorite type of weld and why?* TIG (tungsten inert gas). You can do a lot with it, it's clean and almost like an art. In my opinion It requires the most amount of skill.
- *What do you view as the most important piece of safety equipment?* safety glasses (I love his answer!!).
- *What are your plans following graduation?* Find a job specifically in welding and make money.

Where can you see the work of our welding students and faculty on campus?

Students in the Welding Sculpture courses have recently created several outdoor sculptures for the Schoolcraft College campus. Previously, students won a competition to create a sculpture for Henry Ford's 150th birthday. This sculpture now resides on the Schoolcraft campus as well. The sculpture class is currently working on an aluminum tree which will be displayed in a park in Detroit. On this page you will see a campus map showing the location of the sculptures along with some close-ups of the welds. Take some time to tour campus, see these creations for yourself and try to identify where each photo was taken!

The Welding department faculty have been involved in several SC projects, mainly dealing with repair and maintenance. They cut and fabricated eight cages to protect the Dome windows, repaired a transmission case for grounds, repaired fork attachment and lawn cutting blades, firefighting equipment, prep for metallurgy experiments, several stands for equipment, ladder racks, ramps, culinary maintenance and custom project andso much more. They have also repaired/ fabricated several projects for the community, all with permission from the College.

If you are interested in learning more about the welding programs and classes, feel free to contact one of the instructors.



Universal Design and Accessibility

By contributing author Rachel Ford, Learning Options Associate in Distance Learning

There has been a lot of conversation recently regarding accessibility and the requirements that come with it. It sounds like a lot of work, right? Maybe a little overwhelming and you are not sure where to start? Consider something that you can do to sort of put your toe in the water, a small thing that will help you get started. In this case, it is called Universal Design.

Universal Design is a set of principles for curriculum development that give all individuals equal opportunities to learn. Universal Design:

- Values diversity, equity and inclusion
- Promotes best practices and does not lower standards
- Is proactive and can be implemented incrementally
- Benefits everyone and minimizes the need for accommodations

We know that education is not one-size-fits-all. Not all students learn everything from a textbook, and the same explanation does not necessarily work for everyone either. If you have ever developed a course with the Distance Learning Department, we often talk about courses needing a mix of different types of learning activities, practice, and assessment. The idea is that by providing a mix of ways that students are interacting with course material, we can reach more students.

So what does Universal Design have to do with accessibility? Before Universal Design was used in curriculum, it was a method used in architecture. Have you ever used a ramp in a sidewalk or automatic doors at a store?

These were originally created to make buildings accessible for someone in a wheelchair, but they help a parent with a stroller, someone moving boxes, even when we just

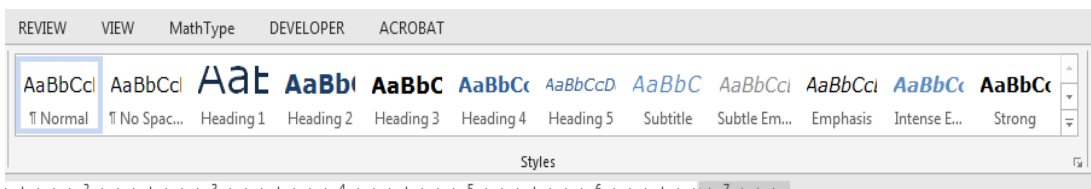
have our hands full. Have you ever used closed captions on a movie or sporting event? While closed captions were developed as an accommodation, they are actually most often used in noisy locations like gyms and restaurants. Items that are created as accessible benefit far more than just someone who needs an accommodation.

While accessibility can seem intimidating, the Distance Learning Department has put together an Accessibility Handbook to help Distance Learning Faculty, and there are some suggestions that apply to all electronic documents (e.g., Word and PowerPoint, not just webpages) in all courses:

- Select easily readable fonts, such as Arial, Times New Roman and Verdana.
 - To make information more readable, try to limit the number of fonts and the use of bold, italic, or all caps.
 - Do not underline text, as it may appear to some users that it is a link.

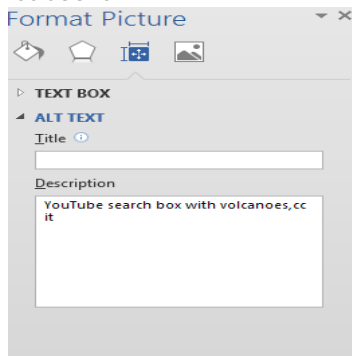
“Universal Design” is a set of principles for curriculum development that gives all individuals equal opportunities to learn.

- Be aware of color contrast.
 - Pick a color that has sufficient contrast with the background (i.e., black text on a white background) so that the text can be seen clearly. Not only does this assist students who may be blind or have low vision, it helps students who have difficulty distinguishing colors.
 - If you have red text, also make the text bold or italics to draw attention to the text.
 - If you are referring to a piece of a chart that is a certain color, also describe the piece of the chart or include values to help differentiate the piece students should focus on.
- Use Styles/Headings – headings and styles aid navigation for everyone, as well as organizing content to make it easier to read.



- Use heading levels in the correct order, making sure to only use Heading 1 once per page/document, other headings can be used multiple times.
- Be careful not to skip heading levels.
- Descriptive Links – Links embedded in text should describe the link's destination.
 - This will help all users navigate more efficiently.
 - Additionally, if the link breaks, the content creator will have a better idea of where the link was meant to go, making it easier to fix.
- Animations and Images – Include alternative (alt) text for all images. Alt text is read by a screen

reader, and should adequately describe what is being displayed and why it is important. This allows screen reader users to benefit from the information being conveyed by the image or animation, even if they cannot see it.



- Multimedia –
 - Try to eliminate or limit blinking/flashing content, as this can cause seizures.
 - Some users who are visually impaired or have limited mobility will have difficulty using a mouse to complete tasks. Make sure that all mouse actions can also be completed without a mouse (keyboard only). To test for keyboard accessibility, attempt to navigate the page or media player using the Tab, Arrow keys, Enter and Spacebar.
 - Use an accessible media player like YouTube.
 - All audio content will need an accurate transcript, and all video content will need accurate closed captions. Captions and transcripts benefit many students. While they are essential for those with a disability, they can also aid comprehension for non-native English speakers, those unfamiliar with vocabulary, even those in a noisy environment.
- Tables. Avoid blank cells, merged cells, and incon-

sistent headers or table layout. Screen readers read tables from left to right and top to bottom, each cell only once. If cells are split, merged, or blank, this can throw off the reading order and make the table difficult for screen reader users to comprehend.

This is my table caption

Column Header 1	Column Header 2	Column Header 3
Row Header 1	Data 1	Data 2
Row Header 2	Data 3	Data 4

Distance Learning Credentialed faculty can find the full Digital Accessibility Handbook in the Distance Learning Organization in Blackboard, or it is available online at: <http://tinyurl.com/scaccess-handbook>.



Jason Kane explains the essential elements of Universal Design and Accessibility

CAFE Resources

The mission of the Center for Academic and Faculty Excellence (CAFE) is to create a community where practitioners can advance teaching and learning through faculty and organizational development. Its focus includes:

- *Global*. The craft of teaching and learning in our global society.
- *Institutional*. Teaching and learning at Schoolcraft College.
- *Departmental*. Support departments as they personalize the teaching and learning using best practices of their particular content areas.
- *Personal*. Personal growth and development as an instructor and a lifelong learner.

Resources include:

- Laptop Computers – use on-site to prepare for your classes.
- Over 500 printed resources—stop by to browse and/or check out these educational resources than can be found in the Schoolcraft College Library catalog.
- U:drive resources – found at U:CAFE (Center for Academic & Faculty Excellence). Includes handouts and videos from past workshops and links to numerous resources. If you are off site, similar materials can be found on our website <https://sites.google.com/site/scfacultycafe/>

When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people.

—Chinese proverb



Technology Changes Coming Soon to Schoolcraft College

At Schoolcraft College, we are upgrading to Windows 10, Office 2016 & Office 365 (some staff/labs may remain on Office 2013 due to software compatibility). Information sessions demonstrating the new features were offered in Winter/Spring 2017, additional sessions will be offered in the fall. If you missed them, you can find handouts from the trainings along with other important information here:

Webadvisor:

Faculty Menu/Communications/New Technology 2017-2018

U:drive (available on campus only):

U:/New Technology



Patrick Turner

Vice President and Chief Information Officer



What's Your Problem?

What's Your Problem? is a web series in which Schoolcraft's instructional designers provide three solutions to a common or perceived problem for faculty who teach in the Distance Learning modalities. Each solution centers around a best practice or tool that can help instructors overcome or prevent the problem being discussed.

- Season 3 of **What's Your Problem?** kicks off for the Fall 2017 semester with four new episodes beginning in September:
- Episode 1: Talkin' About Practice
- Episode 2: Busting Distance Learning Myths
- Episode 3: Providing Quality Feedback
- Episode 4: Instructors' Favorite Things

These episodes will be released during the first week of each month of the Fall 2017 semester, but you can watch the first two seasons on demand at the What's Your Problem? YouTube channel or inside the DL Faculty Organization in Blackboard.

Faculty Professional Development Opportunities and Other College Events

Faculty Professional Development: “Teaching Today’s Students”

Please join your Colleagues in a three-part Faculty Professional development series surrounding the topic of “Teaching Today’s Students.” If you are not able to attend in person, a Blackboard Collaborate session will be available. CEUs will be offered.

1. Friday November 3, 10–11:30, LA 200 • The first in a series of three

A diverse panel of students will discuss their instructional experiences here at Schoolcraft College. Dr. Alec Thomson, facilitator, will use questions developed in collaboration with Michelle Randall and Wayne Pricer to gain the students’ perspective on the instructional techniques that they felt were beneficial to learning and retaining course material and the assessment methods they felt allowed them to demonstrate their knowledge and understanding of the course content. Information obtained during this session will be used in the next session, Friday, February 16.

2. Friday, February 16, 10–11:30, LA 200 • The second in the series

A panel of Schoolcraft faculty will participate in a facilitated discussion on the information obtained from the November 3 student panel presentation. Dr. Thomson, with assistance from Michelle Randall and Wayne Pricer, will use excerpts from the student panel discussion to analyze and identify teaching strategies and techniques when working with “today’s students.” Information obtained from this session will be used to guide the last session in this series, Friday, March 23.

3. Friday, March 23, 10–11:30, LA 200 • The final session

Dr. Thomson facilitates the sharing of instructional teaching strategies and techniques identified through the discussion on February 16. Strategies to be shared may include: methods of teaching students to read textbooks, a variety of assessment techniques, and the use of technology within the classroom.

Faculty Professional Development: Online Teaching Credentialing

Have you ever wanted to teach an online class at Schoolcraft College? What about help to develop one? If so then you may be interested in attending one of the Distance Learning Credentialing Classes:

Learning Management System Training (Blackboard) – Sept. 11–Oct. 1

Distance Learning and Teaching – Oct. 9–Dec 10

Distance Learning Course Design and Development – Jan. 16–Feb. 25, 2018

Faculty Professional Development: Credentialing to Utilize Blackboard in your Traditional Course

Learning Management System Training (Blackboard) – Sept. 7–Sept. 27

Faculty Handbook

At orientation, all new faculty should have received a copy of *Integrating Excellence in Teaching and Learning*. This handbook is designed to assist faculty with using Schoolcraft College resources and processes. It includes information about assessment, learning plans, rubrics, course formats, instructional operations, technology, and campus navigation. This document can also be found on WebAdvisor.

College Credit Instructors

[Common Syllabus](#)

[Course Descriptions](#)

[Curriculum Handbook](#)

[Faculty Master Contract](#)

[Important Dates](#)

[Instructions to retain a copy of your waitlist](#)

[Integrating Excellence in Teaching and Learning](#)

[My Personalized Syllabus](#)

[Programs and Courses](#)

[Utilizing Technology at SC](#)

[Waitlisting FAQ](#)

[Waitlisting Presentation](#)

**Don’t hesitate
to contact
Campus Police
or
dial 911
in an
emergency.**

Personalizing Your Syllabus

Remember that prior to the start of each term you should download your syllabus from WebAdvisor or the M:drive. This assures that your syllabus includes any updates made by the Institution and/or your Department. When personalizing your syllabus remember to follow the guidelines. A short video discussing these and additional instructional design suggestions entitled "Personalizing Your Syllabus" can be found here: U:\CAFE (Center for Academic & Faculty Excellence), or on YouTube at <http://tinyurl.com/ycfwlfvy>



College Event: SCII Calendar dates for 2017–2018

The Schoolcraft College International Institute (SCII), www.schoolcraft.edu/scii, is a consortium of faculty, staff and students who are involved in global and/or diversity initiatives on campus. Working together has led to enriched and innovative programming, increased attendance, and broader-based funding opportunities for all of the initiatives. Please join us for our regular meetings as well as the Multicultural Fair.

Fall 2017:

Friday, Sep. 15:
SCII Meeting (LA 200)

Friday, October 20:
SCII meeting (LA 200)

Friday, November 3:
SCII meeting (LA 200)

Winter 2018:

Friday, January 26:
SCII meeting (TBD)

Friday, February 16:
SCII meeting (TBD)

Thursday, March 29:
Multicultural Fair, DiPonio Room

Friday, May 4:
SCII meeting (TBD)



Ryan Masters, Sherrye Bailey, Deborah Taracuk, and Elizabeth Grace discuss Service Learning opportunities.

Faculty Professional Development: Assignment Central

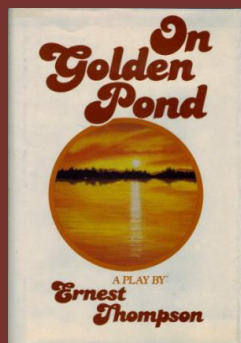
On August 23rd, faculty met to discuss assignment ideas that promote and align to the Core Abilities. We invite you to join us for a follow-up meeting on September 7th. We will continue our work on building As-

ignment Central, an online archive of assignment ideas for your classroom. To find Assignment Central, search Blackboard Organizations for "core.abilities" or contact the CAFE and we will add you to the group.

Pageturners

Book Club Schedule Fall 2017

SEPTEMBER



On Golden Pond

by Ernest Thompson

As Ethel and Norman Thayer return to the familiar summer ritual of their tranquil vacation home on the water, they get a surprise guest in the form of their daughter's young stepson-to-be. Through the eyes of three generations, we experience the labors and liveliness of a couple in the midst of their twilight years, and are reminded that each moment is a gift we share with those we love.

TUE	September 26	1:30 – 2:30 p.m.	L 105	Book Discussion
TO BE ANNOUNCED				Movie: <i>On Golden Pond</i>

OCTOBER



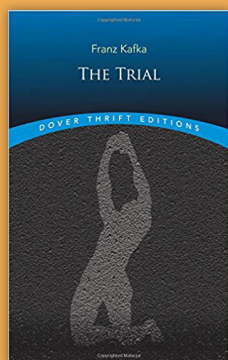
2017-18 Great Michigan Read: X: A Novel

by Ilyasah Shabazz and Kekla Magoon

Co-written by Malcolm X's daughter, Ilyasah Shabazz, this riveting and revealing novel follows the formative years of the man whose words and actions shook the world. Malcolm was a young man with boundless potential but with the odds stacked against him. After losing his father under suspicious circumstances and his mother to a mental health hospital, Malcolm fell into a life of petty crime and eventually went to prison. Instead of letting prison be his downfall, Malcom found the faith that would lead him to forge a new path and would eventually make him one of the most prominent figures in the burgeoning Civil Rights movement.

THUR	October 12	11:45 – 1:00 p.m.	VT 550	Meet the Author: Conversation and Book Signing with Ilyasah Shabazz
TUE	October 31	1:30 – 2:30 p.m.	L 105	Book Discussion

NOVEMBER



The Trial

by Franz Kafka

Written in 1914 but not published until 1925, a year after Kafka's death, *The Trial* is the terrifying tale of Josef K., a respectable bank officer who is suddenly and inexplicably arrested and must defend himself against a charge about which he can get no information. Whether read as an existential tale, a parable, or a prophecy of the excesses of modern bureaucracy wedded to the madness of totalitarianism, *The Trial* has resonated with chilling truth for generations of readers.

THUR	November 9	1:30 – 3:00 p.m.	LA 200	Panel Discussion
TUE	November 14	1:30 – 2:30 p.m.	L 105	Book Discussion
WED	November 29	9:30 – 11:30 a.m.	LA 200	Movie: <i>The Trial</i>



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Please visit our website at: <http://sites.google.com/site/scpageturners/>

For more information, please contact Ela Rybicka | erybicka@schoolcraft.edu | 734.462.7191 | Office: LA 551

Pageturners is the book club of Schoolcraft College. It is open to all students, faculty, staff, administrators and community friends. Discussion sessions are facilitated by Schoolcraft students. Pageturners is supported by a grant from the Schoolcraft College Foundation.