

WELCOME TO WITCC

Western Iowa Tech Community College

YOUR GUIDE TO START THE SEMESTER

We are so glad to have you joining the WITCC team!

This guide is designed to support you as you begin your teaching journey. It provides essential information, resources, and expectations to help you successfully navigate your role, utilize key systems such as Canvas, and communicate effectively with students and colleagues. From course setup and policies to institutional procedures and support services, this document serves as a practical reference to help start the semester with confidence.

OBJECTIVES

- Ensure instructors can log in to all devices and platforms
- Provide an overview of WITCC, resources, and support for instructors and students
- Outline instructor roles and responsibilities
- Explain teaching and learning modalities and how to adapt to those modalities
- Offer tips and tricks for providing the content and skills students will need, assessing student learning, and preparing the environment in which they will learn (both F2F and online)
- Inform instructors of policies related to attendance, grading, communication, and course management

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GETTING STARTED & STAYING CONNECTED

Access

Upon hire, you will receive access to multiple college systems. Use this list as a reference for the systems you'll be using throughout your employment. Remember, to never share your username or password with anyone.

- | | |
|-------------------|-------------|
| 1.) MacBook | 6.) Canvas |
| 2.) MyWIT | 7.) Okta |
| 3.) Outlook | 8.) Printer |
| 4.) Microsoft 365 | 9.) Cengage |
| 5.) Spam Filter | |

MyWIT Portal

The MyWIT Portal is the official student and employee dashboard for Western Iowa Tech Community College. This is also where all students and instructors will access Canvas. It serves as a central hub where student can view their course schedules, pay tuition, access their email, tutoring (CLC) and so much more (See the [Student Services](#) section for more information).

For instructors, the MyWIT Portal offers many cards with resources and information such as:

- Employee Resources Card
 - Academic Calendars, Add/Drop Dates, Employee Self-Service (where you will access your pay stubs and leave requests), Field Trip Request Forms, Outlook, Spam Filter (see the [Spam Filter](#) section for more information), and much more!
- Faculty Resources Card
 - Attendance/Roster (for face-to-face courses)
 - Faculty Guide/Resources – Provides instructors with resources such as a guide on how to address student behaviors along with syllabus language, helpful publications, reporting a conduct violation, etc.
- Library Card – Student and instructor resources available.
- Much more! To better serve your students and your needs as an instructor, check out the [MyWIT Portal](#) for yourself!

Important Emails

As a new employee, it is important to regularly monitor and respond to your WITCC email. Students will frequently communicate with you via your WITCC email (even though we encourage student to instructor and instructor to student communication to occur in the Canvas Inbox). Do not use a personal email address.

In addition to student emails, please stay attentive to messages from your supervisor, the Executive Dean of Instruction (Darin Moeller), the Academic Center for Excellence (ACE), and the Director of Distance Learning (Amy Hueser). Communications from these offices—especially from the Executive Dean of Instruction—may contain important updates or time-sensitive information and should be reviewed promptly.

Spam Filter

WITCC uses a Spam Filter instead of a traditional junk folder in your email inbox. Suspicious emails or messages from outside the institution are automatically routed to this filter.

It is important to check your spam filter regularly, preferably daily. Occasionally, legitimate emails – such as messages from students using personal email accounts – may be filtered there.

To access the Spam Filter, log in to the MyWIT portal. Navigate to the Employee Resources card to select Spam Filter. You will log in with your WITCC credentials and will find suspicious emails under the Quarantine tab.

Within the spam filter, you have three options:

- Release – You have verified the email is safe and want it delivered to your inbox.
- Allow – You have verified the sender is safe, and both this email and future emails from this sender will be delivered to your inbox.
- Delete – You believe the email is suspicious or junk and do not want it delivered to your inbox.

Communicating with Your Supervisor

Remember that your supervisor is here to support you. If you encounter any issues with students – whether academic, behavioral, or procedural – please don't hesitate to reach out for guidance. It's always better to ask early rather than try to resolve complex situations on your own.

My supervisor: _____

Email: _____ Phone: _____

Department Secretary: _____ Email: _____

Faculty Development Units (FDU'S)

Faculty at WITCC are required to complete Faculty Development Units (FDUs) as part of their ongoing professional development. This requirement ensures compliance with accreditation standards set by the Higher Learning Commission, the Iowa Department of Education (Iowa Code 260C.36), and additional program-specific accrediting bodies.

- Full-time instructors must complete 60 FDUs over a three-year period.
- Adjunct instructors must complete 2 FDUs per semester.

The ACE course in Canvas includes a module with the [FDU submission form](#) (to be completed each semester), as well as documentation outlining possible professional development activities and the corresponding FDU's.

Master Instructor Level 1 & Level 2

Master Instructor Level 1 and Level 2 are courses in Canvas facilitated by the Academic Center for Excellence (ACE) as part of WITCC's onboarding process. These courses support instructional development and help ensure alignment with institutional quality standards.

- New instructors will complete Master Instructor Level 1 after their initial semester of teaching.
- Upon successful completion of Level 1 (80% or higher), instructors will enroll in Level 2 the following semester.
- Both Master Instructor Level 1 and Level 2 are worth 15 FDUs each.

Campus Professional Development Opportunities

The college offers multiple professional development opportunities throughout the year. Each year, the college hosts a Fall and Spring Opener. This event allows employees to connect at the start of a new semester and provides an opportunity to share important updates and information with all staff. These opener events are worth 2 FDU's.

Additionally, Staff Development is offered each semester. This event spans two days and is worth 8 FDU's per day. During Staff Development, employees can attend a variety of sessions on different topics to continue their professional growth and development. Staff development is required for full-time employees and optional for adjunct faculty.

Cancelling Class for In-Person Courses

If you need to cancel class for any reason, please contact your supervisor and the department secretary to inform them so they can post the proper signage outside of the classroom. Also, make sure you reach out to your students to inform them of the cancellation.

Below you will find contacts based on your course prefix if you need to cancel class:

Course Prefix	Department Supervisor	Procedure if Absent
ACC, ADM, ART, AVM, BCA, BIR, BUS, FIN, CIN, CRJ, CSC, DRA, ECE, ECN, GRA, HCM, LGL, MGT, MKT, MMS, MUA, MUS, PEA-201, SDV-153, WBL	Dr. Michael Rohlena	Caleb Nicholson (secretary), 712-317-3306 Then also contact Michael Rohlena, 712-317-3128
ADN, EMS, PNN	Dr. Teri Peterson	Contact Teri Peterson, 712-317-3357
DEA, HIT, HSC, MAP, PHR, PTA, SUR	Kerry Patchin	Contact Kerry Patchin (Division Chair), 712-317-8657
AGA, AGB, AGC, AGH, AGM, AGP, AGS, AGT, AGV, ATR, AUT, BPT, CAD, CRR, DRF, EGT, ELE, ELT, FIR, IND, MFG, NET, PEA-148, PEC	Greg Strong	Caleb Nicholson (secretary), 712-317-3306 Then also contact Greg Strong, 712-317-3289
ANT, BIO, CHM, COM, EDU, ENG, ENV, FLS, GEO, HIS, HUM, LIT, MAT, PHI, POL, PSY, REL, SOC, SPC	Sima Dabir	Call the Arts & Sciences call-in number: 712-274-6415
BMA, CON, ELE, ELT-250, HCR, PLU, TDT, WEL	Carmen Wilson	Contact Kevin Woockman (director) – Kevin.Woockman@witcc.edu, 712-317-3119

CLASSROOM MANAGEMENT & STUDENT SCENARIOS

Student Services

WITCC offers a variety of services to their students to support student success both inside and outside the classroom. Below are some of the available resources. **Click on each link below to learn more:**

- Comet Learning Center (CLC)
- Career Services
- Counseling Services
- Disability Services
- Health Clinic/Comet Clinic
- Library Services
- Testing Center

You can find more services available to our students by viewing the Student Resources card in MyWIT.

Classroom Etiquette

If you are teaching a face-to-face course, you will likely be using a shared classroom on campus. Please be mindful that other classes are scheduled before and after your assigned time.

At the end of each class, be respectful of the next instructor's time by vacating the classroom promptly at the end of your scheduled class period. For example, if your class ends at 9:50 and another begins at 10:00, please plan to wrap up and exit the room in a timely manner so the next instructor has adequate time to prepare.

Challenges with Students Requesting to Start Late/Leave Early

In the past few years, we have run into many situations where students have requested/decided to start the semester later than the start date or end the semester before the course's completion date. These requests are not permitted by the college, and we are working to address this as an ongoing issue. Do not make exceptions independently. If a student requests to start a course late or finish early, you must consult your supervisor before taking any action.

Additionally, student-athletes are held to a contract requiring attendance from the first day of class through the end of the course, unless an exception is formally approved by the Athletic Director. If a student claims that other instructors have allowed flexibility, do not rely on that information. Instead, refer to your supervisor. If necessary, you can and should confirm information with the Athletic Director, Mike Brown, as well.

When in doubt – especially in situations involving exceptions, policy interpretation, etc. – consult your supervisor before proceeding.

Access in Other Countries

To access MyWIT (including Canvas), you are required to use Okta, the college's multi-factor authentication system. If you or your students plan to travel outside of the country for any reason, it is important to confirm that Okta will work where you are traveling. Please be aware that WITCC restricts access from certain countries to maintain the security of the college systems and data. If you or a student has any concerns about access while traveling, reach out to your supervisor/IT Help Desk in advance to avoid access issues.

CANVAS TOOLS AND COURSE RESOURCES

Extra Courses in Canvas

When you are on your Canvas Dashboard, you should see three additional courses. These are not actual courses; they are created by the ACE and contain a variety of helpful resources.

- ACE: Instructor Resources & Support 2025
 - This is your go-to Canvas course for all things instructor-related. You will find event information (fall/spring opener, staff development, etc.), Canvas guides, FDU forms, ADA compliance resources, calendars, new instructor information, and more.
- Work Shell
 - This course is your personal sandbox to help you get more comfortable with Canvas. It allows you to try things out without worrying about making mistakes in your actual course.
- Faculty Teaching and Learning 2
 - This course allows faculty to collaborate, share resources, learn, and highlight the great work being done in their courses. You can post your own materials to share or use and adapt resources that other faculty have contributed.

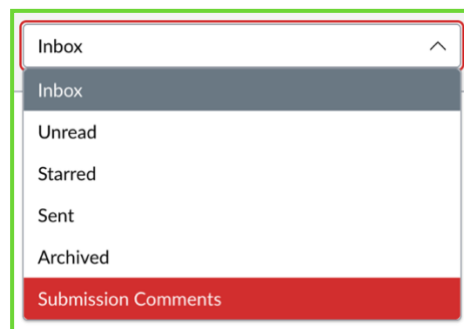
Canvas Inbox/Submission Comments

The Canvas Inbox is the primary method we recommend for communicating with students. Keeping all student-instructor communication within the Canvas Inbox helps reduce clutter in your WITCC and personal email accounts and makes it easier to locate messages when needed. You can also enable notifications to go to your email when a student messages you through the Canvas Inbox.

You access the Canvas Inbox from the Global Navigation Menu on the far left side of Canvas.

Within the Canvas Inbox, you will see all your course-related messages. At the top, there is a dropdown menu labeled Inbox. When you click this dropdown, you will see additional message folders, including Submission Comments.

It is important to regularly check the Submission Comments folder because when you leave comments on student assignments, any student replies to those comments will appear there – not in your main Inbox. Even if you do not leave comments, students can still respond to their assignment grades, and those messages will also be directed to the Submission Comments folder. Setting up notifications for submission comments would be a great idea so you don't miss any potential communication with students.



Canvas Studio

Also, built directly into Canvas, Studio (found in your Global Navigation Menu) is a communication tool that allows both students and instructors to create and share videos and audio content. In addition to creating media, you can upload media from other sources, store it in Studio, and embed it directly into your course.



You can also record screen capture videos through Studio, add closed-captioning, and embed quizzes within the videos.

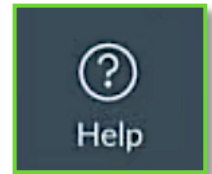
For more information, visit [Canvas Studio Guide](#). We have also included a few commonly used guides below:

- [How do I record a screen capture video in Studio with a Chrome or Edge browser?](#)
- [How do I embed Studio media in a Canvas course using a Chrome or Edge Browser?](#)
- [How do I use Assisted Caption Editing in Studio?](#)

Help Feature in Canvas

Canvas includes a great Help feature located at the bottom of the Global Navigation Menu. This provides access to a variety of resources, including:

- ICCOC Online Teaching Resource
 - ICCOC newsletters, webinars, course design guidance, tutorials on instructor tools, course accessibility, and more.
- ICCOC Grading Instructions for Fully-Online Courses
 - Information on the Grade Publishing tool, submitting incomplete grades, grade change forms, and more.
- Instructure Status
 - A convenient place to check if Canvas has experienced any outages
- Simple Syllabus Library
 - Access syllabi from other instructors.
- Contact/Support Information
 - ICCOC contacts and Canvas support information for instructors and students
- Dropout Detective 101 for Faculty
 - Additional information and guidance on using Dropout Detective
- And more!



Validating Your Email in Canvas

To get notifications of any kind in Canvas, you must validate your email. To do this, log in to Canvas. Click on your picture or “Account” in the top, left corner. Select “Settings”. On the right side of the screen, you will see your email address listed. If your email has not been validated yet, you will see an exclamation point inside of a circle, as shown in the image. Click on the email that has the exclamation point next to it. A pop-up will appear stating that a confirmation email is being sent to the corresponding email address. Once you receive that email, you will confirm the email address, and you are set!

If you do not receive a confirmation email, go back to Canvas and click the email address with the exclamation point next to it again. A pop-up will appear and you will select the option to “Re-send” the confirmation email.

If you would prefer that your notifications get sent to an alternate email, you can add an additional email, but be sure to change the notification settings for your WITCC email.

Course Quality Checklist

WITCC is a part of the ICCOC (Iowa Community College Online Consortium) and they have provided the colleges in the consortium with a course quality checklist. This resource is designed to help guide you as you build and refine your courses in Canvas, ensuring they are clear, organized, and aligned with best practices for online learning.

While the [ICCOC Online Course Design Checklist](#) is designed for an online course, the same concepts apply for a face-to-face course.

Also, in the ACE: Instructor Resources & Support 2025 course, you will find a [Checklist for New Semester](#) in the Important Information/Documents for Faculty module.

ADA Compliance

All courses at WITCC are required to meet ADA (Americans with Disabilities Act) compliance standards. The U.S. Department of Justice (DOJ) has made it clear that digital course materials—including Canvas content—must be accessible to all students and instructors, including those with disabilities.

ADA compliance ensures that every student has equal access to course materials and the opportunity to succeed. This includes students with visual, auditory, cognitive, or physical disabilities. When course content is not accessible, it can create barriers that prevent students from fully participating in the course.

As an instructor, you will be responsible for making your course accessible, which includes:

- Using properly formatted headings and a clear structure in Canvas
- Adding alt text to images
- Ensuring documents (Word, PDF, PowerPoint) are accessible
- Using closed captioning in your videos or providing transcripts
- Ensuring appropriate color-contrast

If you need assistance with making your course ADA compliant, please reach out to the ACE team for support.

Also, you can check out the Accessibility module in the [ICCOC Online Teaching Resource course](#) or visit the Accessibility (ADA) module in the [ACE: Instructor Resources & Support 2025](#).

COURSE SETUP AND DESIGN

Welcome Page/Home Page

By default, your course home page may be set to Modules. However, to align with the Quality Course Checklist, your home page should be set to a Welcome Page, not Modules.

Your course welcome page should include a brief course overview, instructions on how to navigate the course, textbook information, and instructor information, including contact details.

To create your welcome page:

- 1.) Click Pages in your course navigation menu.
- 2.) At the top, select “View All Pages”.
- 3.) Click “+Page” and create your welcome page with the necessary information.
- 4.) Click “Save and Publish” when finished. (See next page for more.)

After creating the page, you will need to set it as the Home Page:

- 1.) Locate the page in your Pages list.
- 2.) Click the 3 vertical dots on the right side and select “Use as front page”.
- 3.) Return to your course home page.
- 4.) On the right side, click “Choose Home Page”.
- 5.) Then select “Pages Front Page” and click “Save”.

Navigation Menu

The course navigation menu is specific to each course, and is located to the left of the course in Canvas. This menu helps you and your students access different areas of the course. The ICCOC (Iowa Community College Online Consortium) has designated the required links and their order to be used in all courses. The intent is to provide all students with the same uniform menu to ensure consistent and clear navigation.

ICCOC Course Navigation Menu Requirements

The document above also includes instructions on how to move/edit the items in the navigation menu.

As you work through your navigation menu, be sure to remove any items that won't be of use to the students, as long as they are not one of the requirements above. Also, Assignments, Quizzes, or Discussions must not be viewable to the students in the navigation menu, as we want them to access those items, and course content and resources through the modules.

Linking the Textbook to Your Course

Cengage

If your course uses a Cengage eBook, you will need to link it to your Canvas course at the start of each semester and the ACE is always happy to assist, if needed.

To begin, locate Cengage in your course Navigation Menu, you will be prompted to choose between “Select eBook Only” or “Select Platform”. If your course is only using the textbook, you will choose “Select eBook Only”. If your course is using a digital platform like MindTap, CNOW, etc., you will choose “Select Platform”.



Next, search for your textbook and select the correct title and edition.

Select Your Title

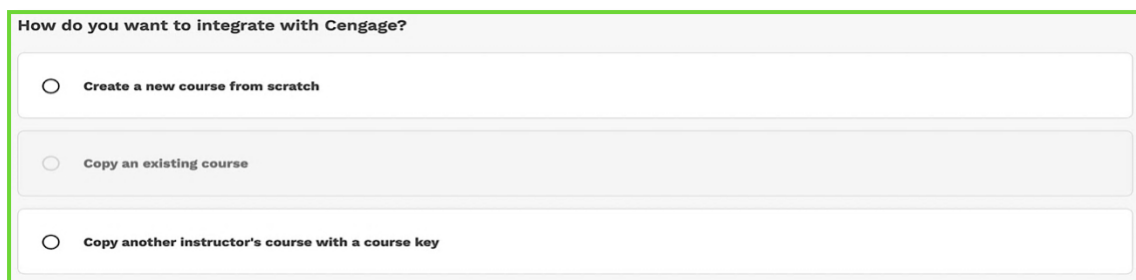


You will then choose how to integrate the Cengage content into your course:

- Create a new course from scratch – if you have not taught this course before and are not using a master shell
- Copy an existing course – if you have previously taught this course and the textbook/edition has not changed
- Copy another instructor's course with a course key – if your course uses a master shell
 - This course key is most likely in your course's first module or instructor guide in your course modules. This course key is NOT to be shared with students for any reason.

If the option you need happens to be greyed out, please contact the ACE.

You will then be prompted to enter your course dates and complete the

A screenshot of a web form titled "How do you want to integrate with Cengage?". The form contains three radio button options: "Create a new course from scratch", "Copy an existing course", and "Copy another instructor's course with a course key". The first option is selected.

How do you want to integrate with Cengage?

☐ Create a new course from scratch

☐ Copy an existing course

☐ Copy another instructor's course with a course key

remaining setup steps. If you are creating a course from scratch, you will need to select the content you want to bring into your course when prompted at the end of this set-up.

Cengage Support for Instructors

- Phone Number: 833-685-8356
- [Online Cengage Support](#)
- If you want to check if a Cengage outage has occurred, navigate to the [Cengage Techcheck](#).

If you need assistance at any point, please reach out to the ACE – we are always happy to help!

WITCC students have paid for Cengage Unlimited in the college tuition fees. If they are WITCC students, they should will not need to pay for this. If they are a student from another college, they will have to pay.

****In the Canvas Dashboard, WITCC students must complete the Cengage Activation course using their WITCC email (firstname.lastname@my.witcc.edu) before they will have access to their Cengage materials/platforms.****

VitalSource

If the course embedded textbook is provided through VitalSource, it will be embedded in your Canvas course under the VitalSource Course Materials tab in the course navigation menu. Unless there is “Inclusive Access” this is an eBook only.

****For students, the VitalSource fees are included in tuition. If a student chooses to opt-out and obtain materials another way, they must do so through their VitalSource dashboard. Once a student opts out, the decision cannot be reversed for that course.****

Other Embedded Texts

If your course uses a different embedded textbook or platform, additional information and tutorials can be found in the ACE course under the “[Resources for Your Teaching Needs](#)” and includes information for students you can add to your course.

Syllabus/Course Policies

For your course syllabus, Canvas utilizes Simple Syllabus, which can be found in your course navigation menu. The college pre-loads certain information into your syllabus, including the course description, competencies, outcomes, course outline, and certain college policies.

You will still need to complete your syllabus by adding your own course-specific policies and procedures (attendance, missed assignments, academic honesty and plagiarism, AI usage, netiquette, participation, grading, assignment and exams, and communication) within Simple Syllabus. **This is required.**

When developing your course policies, be sure to clearly outline expectations as well as any consequences if those expectations are not followed. In situations where a student questions a grade or outcome, the college will refer to your syllabus, so it's important that you are clear and specific.

If you want help on the language of these expectations and consequences, please feel free to reach out to Katey and Amy in the ACE. Also, visit the “If You are a New Instructor or Need a Refresher” module for syllabus language examples and “All Things AI” module in the [ACE: Instructor Resources & Support 2025 course](#) for many resources on good AI policies.

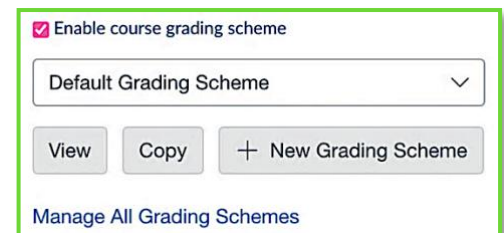
You must publish your Simple Syllabus before the start of the course for students to have access.

Grading Scheme (or Grading Scale)

Each course must have a grading scheme or grading scale assigned. Some courses have a designated grading scheme based on their department or program, so please check with your supervisor to confirm the correct one for your course.

To set a grading scheme:

- 1.) Navigate to your course and select “Settings” at the bottom of the navigation menu.
- 2.) Scroll about halfway down to the “Grading Scheme”.
- 3.) Check the box for “Enable course grading scheme”.
- 4.) Use the dropdown menu to select a grading scheme that has already been developed, or develop your own.
- 5.) Click “View”.

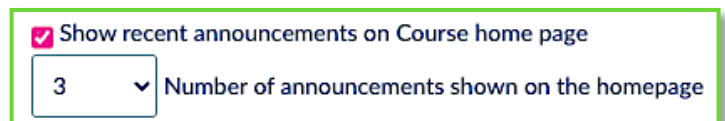


The screenshot shows the 'Grading Scheme' settings in Canvas. At the top, there is a checkbox labeled 'Enable course grading scheme' which is checked. Below this is a dropdown menu labeled 'Default Grading Scheme'. Under the dropdown are three buttons: 'View', 'Copy', and '+ New Grading Scheme'. At the bottom of the panel is a link that says 'Manage All Grading Schemes'.

Announcements

While the Canvas Inbox is a great tool for direct communication with individual students, Announcements in Canvas are an effective way to share information with the entire class. Announcements can be used for weekly updates, reminders about upcoming exams, notifications when assignments are unlocked, or to communicate any course corrections or updates.

It is also recommended (and required by the ICCOC) to display announcements on your course home page. To enable this, go to Settings at the bottom of your course navigation menu. Under the Course Details, scroll down towards the bottom of the page and check the box labeled “Show recent announcements on Course home page”. You can then select how many announcements appear on the home page at one time. Be sure to click “Update Course Details” before leaving the page to save your changes.



The screenshot shows the 'Show recent announcements on Course home page' setting in Canvas. It features a checked checkbox with the label 'Show recent announcements on Course home page'. Below the checkbox is a dropdown menu showing the number '3' and a downward arrow, followed by the text 'Number of announcements shown on the homepage'.

Course Start/End Dates and Spring Break

As an instructor, it is important to be aware of your course start and end dates, midterm dates, and any scheduled breaks within the college's academic calendar. You can access the academic calendars by following the provided links below or by locating them within the ACE course modules in Canvas.

- [Calendar for WITCC Only Courses](#)
- [Calendar for ICCOC Shared Courses](#)

Spring Break Guidelines

- WITCC-only courses: Follow the official WITCC spring break schedule.
- Shared courses: Observing WITCC's spring break is at the instructor's discretion. (Be aware that you may need to explain to your students that attend other community colleges that for your course they will follow WITCC's spring break if you choose to observe spring break.)

If you choose to include a spring break in a shared course, be aware that this decision may impact your course schedule and pacing.

Whether or not you have a spring break, please inform students of the plan, along with a schedule, ahead of time. Some students are enrolled in courses through other community colleges and may be under the impression that their spring break falls during the same time or applies to all of their courses.

Amount of Student Work per Week

For a standard community college course, typically expect 2-3 hours of student work per week for every 1 credit hour. For example, if a student is taking a 3-credit course, that would generally require 6-9 hours of work each week. For online courses, an additional hour per credit is expected for the activities and other items that would normally be done in class.

The exact time commitment may vary depending on the course. Shorter terms, such as 8-week or 12-week courses, require more hours per week compared to a traditional 16-week course due to the condense schedule. The amount of work or content does not decrease with the classes that are shorter than 16-weeks.

Course Schedule

Your course should include a course schedule. This is a requirement of the Quality Course Checklist from the ICCOC. The level of detail is up to you – you may choose to organize it by the chapters and exams or by individual assignments. It is also a good idea to note that the schedule is tentative and subject to change.

Creating a schedule before the course begins helps ensure that you have enough time to cover all required material. It also allows you to plan ahead so students have adequate time to complete assessments before the end of the semester, while accounting for college breaks and days off.

You can also choose to pull the due dates in your course into your course Simple Syllabus.

Available/Due/Until Dates and Extensions

When creating an assignment, quiz, etc. in Canvas, you will see the *Due Date*, *Available from* date, and the *Until* date. The *Available from* date is the date/time that the item becomes accessible to students. The *Due Date* is when the item is due, but not when item locks. And the *Until* date is when the item locks and the students no longer have access to that particular item.

For example, if I have an assignment in my course that has an *Available from* date of April 1st, a *Due Date* of April 8th, and an *Until* date of April 15th, that would mean that the students gain access to this assignment on April 1st, the assignment is due or needs to be submitted by April 8th, but they will still have access and the ability to complete the assignment until April 15th. This example essentially allows students to submit an assignment within a week late and still receive partial credit (the amount of partial credit would be up to the instructor). If you do not want to allow the submission of late work, you would simply make the *Due Date* and *Until* date the exact same.

****Every assignment/quiz/exam/discussion/etc. must have an *Until* date.** The *Until* date is designed to stop students from submitting work after a certain point in time. Throughout the semester you may set that to any date you choose within the course timeframe. Be aware that at the end of the semester students may still try to submit past the course end date unless you set *Until* dates.**

Now, if you need to provide a specific student(s) with an extension or different due date, available date, or until date, you must not change the original dates. You will click the “+ Assign To” option below and add new dates for the particular student(s) that you are dealing with.

Keep in mind, if you have old due dates in the course that are from previous terms, it will impact students in terms of Dropout Detective, Financial Aid, etc. You can see all due dates in the Assignment tab in your course.

Course Outcomes and General Education Goals

The college has required assessments that courses must evaluate, which includes course outcomes, general education goals, and common assessments.

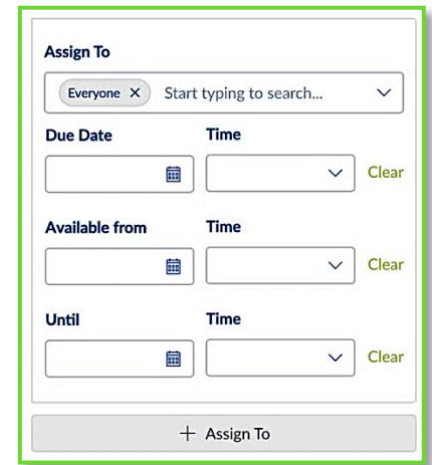
Each course is designed with specific objectives, content, and competencies, known as course outcomes. These are automatically generated in your syllabus and must be followed. In Canvas, competencies are referred to as outcomes.

All assigned outcomes in your course must be aligned with assignments and/or exams that assess those specific outcomes. These outcomes can be evaluated within a single assessment (such as a final project or exam) or distributed across multiple assessments throughout the course.

To add outcomes to any type of gradable activity, create a rubric in your Canvas course and click “Create from Outcome”. This allows you to link outcomes directly to the assignment. You can also choose whether the outcome contributes to the student’s grade or is used solely for evaluation purposes.

Depending on the course, general education outcomes may also be included. Please reach out to your supervisor to find out if your course is a general education course and required to evaluate the general education goals.

You can find all course outcomes and general education goals under the Outcomes tab in the course navigation menu. If you don’t see any outcomes or believe some may be missing, please contact Amy or Katey in the ACE for assistance.

The image shows a screenshot of the 'Assign To' section in a Canvas LMS interface. At the top, there is a dropdown menu currently set to 'Everyone' with a search bar 'Start typing to search...'. Below this, there are three rows of date and time selection fields. The first row is for 'Due Date' and 'Time'. The second row is for 'Available from' and 'Time'. The third row is for 'Until' and 'Time'. Each row has a calendar icon next to the date field and a 'Clear' button next to the time field. At the bottom of the section is a button labeled '+ Assign To'.

Common Assessment

The college requires each course to include a common assessment. A common assessment allows the college, instructors, and students to demonstrate student proficiency in course and program outcomes. It is used across all sections of each course – regardless of modality – to provide reliable and consistent data for comparison and trend analysis.

Your course's common assessment has been predetermined and will be provided either within your course or by your supervisor. You will receive the assessment tool, along with an answer key and/or evaluation criterion.

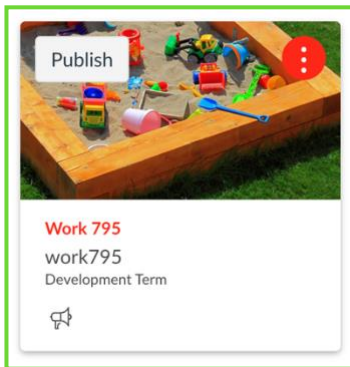
In the Canvas gradebook, the common assessment must be set to 100 points and include the words “Common Assessment” somewhere in the name. It may count towards the final grade, but is not required to do so.

If you have any questions or need assistance, please contact Holly Degrote, assessment@witcc.edu, or Katey and Amy in the ACE, ACE-A@witcc.edu.

Publishing your course

For your students to see your course in Canvas, you have to publish the course. If you publish the course before the start date, the students will not be able to see the course until 12:01 am on the first day of class, so you can always publish the course in advance!

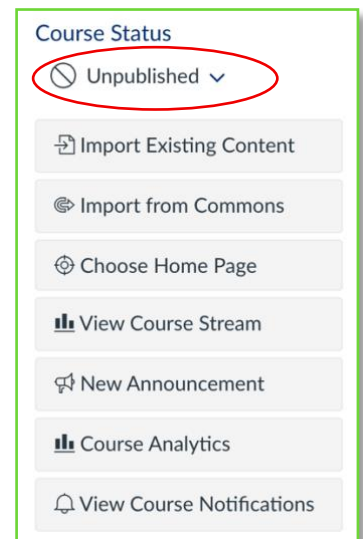
There are 2 ways to publish your course. The first way is on your Canvas



Dashboard. Once you are on your Canvas Dashboard, you will find your course card and click “Publish” as shown to the left.

The second way is to publish within your course. When you are on the course home page, you will see a menu on the right side of your Canvas screen. At the top of the menu (as seen on the right side of this document), you will see the word “Unpublished” with a dropdown arrow next to it. Click the dropdown arrow and select “Publish”.

If you need to email your students through the Canvas Inbox before the start of the course, you will need to publish your course first.



MANAGING YOUR COURSE

Attendance

To take attendance for your in-person classes, please use the MyWIT portal. Navigate to the Faculty Resources card, where you will find the Attendance/Roster link. Attendance should be recorded for each class session, as it is monitored by financial aid and advising.

Attendance should not be taken in Canvas. If you see the Roll Call feature/assignment in your course, please unpublish and delete it. Additionally, if “Attendance” appears in your course navigation menu, go to Settings (located at the bottom of the navigation menu), select the Navigation tab, and disable it by clicking the three dots next to “Attendance” and selecting Disable.

Please note that we cannot grade students on attendance. However, you may incorporate in-class graded activities, such as quizzes, exams, group work, etc., to encourage attendance and support student success.

A gradable item must be due and graded in the first week of the course for Student Services, Advising, and Financial Aid to have accurate student attendance data. Entering grades in a timely manner is a crucial means of communication with your students.



Zeros in the Gradebook

Ch 4 Discussion Out of 15
0
15
15
15
-

If a student does not submit an assignment, quiz, discussion, etc., the dash (-) that appears in the gradebook should be updated to a zero. If the student later submits the work and you choose to accept it, you can adjust the grade at that time. Entering zeros promptly after the due date helps ensure that students have an accurate understanding of their current grade. Leaving missing work ungraded can give a misleading impression of their standing in the course and may lead to confusion or concerns later in the semester – especially if zeros are entered all at once near the end.

Canvas also allows you to automate this process through adding Late Policies directly into the gradebook. To do this, click the Settings (gear icon) in the top, right corner of your Canvas gradebook. Under the *Late Policies* tab, you will check the box for *Automatically apply grade for missing submissions*.

In this same location just below, you can apply a deduction for late submission if you decide to accept late submissions. Simply check the box for *Automatically apply deduction to late submissions*. Then you will enter the value of that deduction, as well as the frequency. For example, 10% deduction per day. You can also set the lowest possible grade that they can receive on a late submission.

While these policies should be clearly outlined in your course Simple Syllabus, you are not required to enable this feature in the Canvas gradebook settings if you prefer to manually configure grades.

A screenshot of the 'Late Policies' settings form in Canvas. The form has three tabs: 'Late Policies', 'Grade Posting Policy', and 'View Options'. Under the 'Late Policies' tab, there are two main sections. The first section is 'Automatically apply grade for missing submissions', which includes a checkbox and a text input field for 'Grade for missing submissions %' with the value '0'. The second section is 'Automatically apply deduction to late submissions', which includes a checkbox, a text input field for 'Late submission deduction %' with the value '0', a dropdown menu for 'Deduction interval' set to 'Day', and a text input field for 'Lowest possible grade %' with the value '0'.

SpeedGrader

Built directly into Canvas, SpeedGrader allows instructors to evaluate and grade student assignments quickly by displaying student submissions all in one place. You can access SpeedGrader through assignments, discussions, quizzes, or even the gradebook.

Within SpeedGrader, you will have the ability to view student submissions, grades, rubrics, and comments. As you grade you can fill out rubrics and leave instant comments through words or video. For more information, visit [Instructure's How do I use SpeedGrader page](#).

Proctored Exams

There are many reasons to proctor exams and quizzes in your course. Some of those reasons include, but are not limited to maintaining academic integrity, creating a fair testing environment, and meeting accreditation and compliance standards.

Proctoring helps ensure that students are completing assessments honestly, which protects the value of both your course and the institution's credibility – especially if you are using a master shell. When using a master shell, multiple instructors share the same content and assessments. If assessments are not properly proctored, it can compromise the integrity of those assessments for all sections, especially if students are looking up information or taking screenshots. This may require the master shell developer to create new exams, resulting in additional time and effort.

For face-to-face courses, you are expected to proctor your exams (online or on paper) yourself in the classroom. This entails actively monitoring the room, paying attention to student activity (including computer usage), and taking reasonable steps to prevent academic dishonesty. Canvas SpeedGrader does include a “View Logs” feature, which allows you to see when a student may have left the testing window during an exam. However, this tool is not always fully accurate and should not be used as the sole method for determining academic dishonesty.

For online courses only, the college provides access to Honorlock, a proctoring service integrated into Canvas. Within Honorlock you can customize assessment settings based on your course needs, such as:

- Restricting the use of notes or external resources
- Requiring a webcam and/or additional camera views
- Enabling browser lockdown features
- Allowing approved accommodations for students

Using Honorlock helps create a more secure and consistent testing environment for online students. It also provides reporting and flags for suspicious activity, which instructors can review after the exam. It is highly encouraged to require your students to complete the Honorlock Practice Quiz before the first actual Honorlock assessment. For more information on Honorlock, visit the Instructor Tools module/tab in the [ICCOC Online Teaching Resource course](#).

In addition to in-class and online proctoring, the college offers a testing center where students can take assessments in a secure, proctored, and quiet environment. This is a helpful option for students who need accommodations or an alternate testing location. However, the testing center is not to be used for normal, classroom testing.

When designing and administering assessments, it is important to clearly communicate proctoring expectations to students in advance and include them in your syllabus.

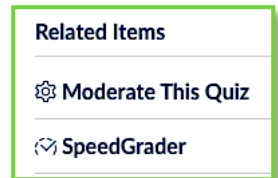
Modifications and/or Accommodations

Sometimes you may need to provide extra time or allow an additional attempt on an assessment due to technical issues or student accommodation plans. The steps for doing this will vary based on the type of assessment.

- Quizzes/Exams

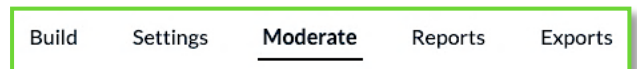
- Classic Quizzes

- Click Moderate This Quiz in the top, right corner of the quiz/exam. Select the pencil icon next to the student who needs the modification. If multiple students need the same adjustments, simply check the boxes next to their names, then click the pencil icon. Enter the additional time or number of attempts as needed.



- New Quizzes

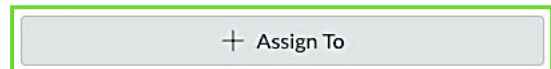
- Click “Build” in the bottom, right corner of the quiz/exam. At the top of the page, select “Moderate”. Then click the pencil icon next to the student who needs the modification. If multiple students need the same modifications, simply check the boxes next to their names, then click the pencil icon. Enter the additional time or number of attempts as needed.



- Assignments (There are 2 ways to allow an additional attempt).

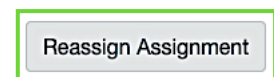
- Option #1

- Click “Edit” on the assignment and scroll to the bottom of the page. Select “+ Assign To” This is where you will add an additional due date for the specific student(s), which will allow for an additional attempt. This option would be more efficient if you had more than one student that needed another attempt.



- Option #2

- In SpeedGrader, leave a comment in the comment box explaining the need for an additional submission or attempt, then click the “Reassign Assignment” option. Make sure you reach out to the student if you use this option as students may not read this comment if they do not regularly check for comments.



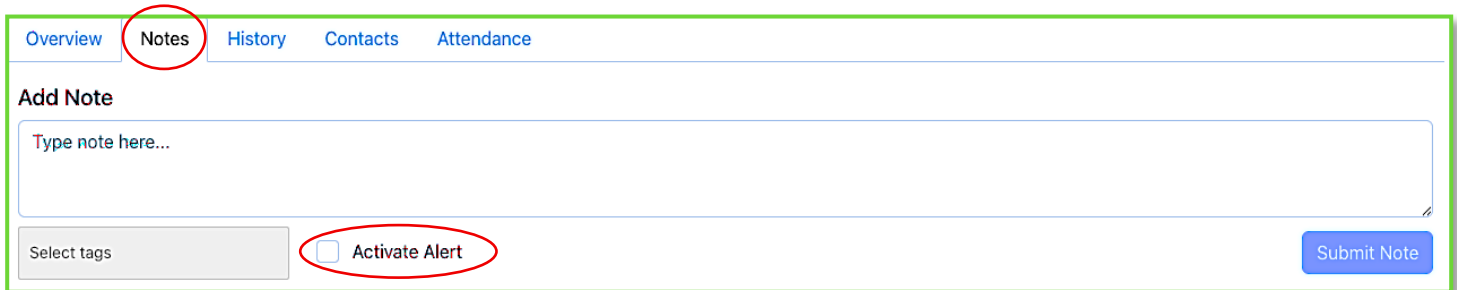
Dropout Detective

Dropout Detective is a student retention platform integrated into all Canvas courses. It allows the college to proactively monitor student data, enabling us to step in and offer support before major issues arise.

Dropout Detective runs in the background by retrieving data, applying its' algorithm, assigning students a correct risk-index, and allowing administrators to implement strategic plans to improve student success.

As an instructor, when you access Dropout Detective within your course navigation menu, you will see a list of your students ranked from most at risk of dropping out or failing to least at risk. You will also be able to view information such as the last day they accessed the course, their most recent submission, missing assignments, the number of zeros received, and more.

You can also place an “Alert” on a student, which triggers an automatic email to the student’s advisor, coaches, and other relevant staff. Additionally, you are encouraged to use the notes feature to document any communication you have had with at-risk students, especially since other administrators across the college may be monitoring and supporting these students as well.

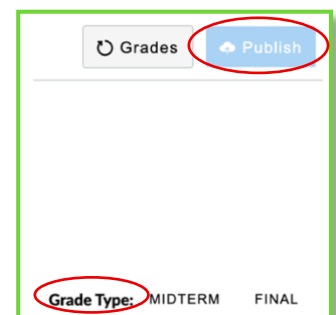
A screenshot of the Dropout Detective interface. At the top, there are five tabs: 'Overview', 'Notes', 'History', 'Contacts', and 'Attendance'. The 'Notes' tab is selected and circled in red. Below the tabs is a section titled 'Add Note'. It contains a text input field with the placeholder text 'Type note here...'. Below the input field is a 'Select tags' button. To the right of the input field is a checkbox labeled 'Activate Alert', which is also circled in red. At the bottom right of the section is a blue 'Submit Note' button.

Publishing Grades

At designated points during your course, you will be required to publish grades. The number of times you publish grades will depend on the modality of your course.

- Face-to-Face: you will need to publish final grades the day after the last day of the course.
- Online: you will need to publish midterm grades and later final grades the day after the last day of the course.

Before you can publish grades, all gradable items in the gradebook must have a grade entered or a zero. You cannot leave the dash (-) in the gradebook. You must put a grade in. Then to publish grades, click on Grade Publish in the navigation menu of your course. There you will select the grade you are needing to publish (Midterm or Final). If any students are failing, they will be highlighted in yellow and you will need to enter their last date of attendance or activity in the course (online) using the calendar feature before proceeding. Once all required information is entered, click “Publish” in the top, right corner.

A screenshot of the Grade Publish interface. At the top, there are two buttons: 'Grades' and 'Publish'. The 'Publish' button is circled in red. Below the buttons is a large empty area. At the bottom, there is a 'Grade Type' dropdown menu, which is also circled in red. The dropdown menu shows 'MIDTERM' and 'FINAL' as options.

For more information on publishing grades, visit the [ICCOC Grade Instructions course](#) in Canvas.

For information on [Incomplete Grades for WITCC Restricted courses](#), visit the [Catalog on the WITCC website](#) or speak with your direct supervisor.