



Adjunct Faculty Guide

2012 Edition

2012 ADJUNCT FACULTY GUIDE

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DIVISIONAL CONTACT INFORMATION



WELCOME FROM THE PRESIDENT

WELCOME FROM NORTHCENTRAL TECHNICAL COLLEGE PRESIDENT*Dr. Lori Weyers*

Hello,

I am happy you have chosen to join Northcentral Technical College as a member of our staff.

The dedicated employees of this institution do a remarkable job of serving students. Our program quality is recognized as being outstanding throughout the district by our employers, and our institution's accrediting body. This is recognition of which we are all very proud.

As an adjunct faculty member at Northcentral Technical College, the contribution that you make in helping the College accomplish its mission is greatly valued. We appreciate the unique body of knowledge, skills, and experiences, that all of our adjunct instructors bring into the classroom setting. Thank you for taking the time from your own busy life to share with our students here at NTC. Hopefully, the information that is included in this guide will be of benefit to you as you become acclimated to the College, some of its policies and procedures, and the expectations that we have for our instructors. Certainly we cannot include everything in this guide that you might need to know; consequently, we encourage you to communicate your questions and concerns to the appropriate administrator, Faculty Team Leader or Dean for the program in which you are teaching. Together we desire to assist you in any way we can to be effective in the classroom.

As part of our team, we encourage you to work to find innovative ways to serve our learners through flexible delivery modes, and at times that meet the needs of our students. Everyone here is empowered to seek opportunities within their area of responsibility to improve the student experience so they are able to achieve their education goals.

Although there are hundreds of adjunct faculty members, I hope that I am able to meet you someday. I wish you a great success here at NTC as together we create a learning environment that builds futures one community, one workplace, one learner at a time.

See you in the halls,

Lori A. Weyers
President
Northcentral Technical College
1000 W. Campus Drive
Wausau, WI 54401
715-803-1060



ADJUNCT FACULTY ROLE

ADJUNCT FACULTY ROLE

This guide was designed to provide you with several things. First, we want to give you the information you need to help you do your job as effectively as you can. You were hired because of the expertise you bring to the classroom, and we want to help you to share this expertise with our students. Second, we want you to feel a sense of connection to NTC--to further our mission of being the customer-focused, accessible provider of learning that builds a competitive workforce.

The adjunct faculty role can be difficult. Our goal is to help you feel connected and supported. Sometimes you may feel less connected to the College than you had hoped, but please remember that we consider you to be a vital member of the NTC team and that you play an important role in serving our customers - students, parents, business people and many others. To them, you **ARE** Northcentral Technical College! Be sure to reach out to anyone on the contact list to answer your questions—we're here to help!

It is your responsibility to review the contents of this guide, and to complete the overall orientation to your adjunct position at the College. It is not our expectation that you know everything included here, but hopefully when you're done, you will have a good idea of where to find information when you need it.

Now let's review the requirements of the orientation program.



MY ORIENTATION REQUIREMENTS

MY ORIENTATION REQUIREMENTS

Your orientation to the College consists of these different components. You may have already received a login for the Blackboard Orientation site, but if you haven't, please contact the Office of Organizational Development at extension 1490.

1. Adjunct Faculty Blackboard Site – This site provides a wealth of information about NTC as it pertains to you as a New Adjunct Faculty member. You'll learn about the structure of NTC and where you fit in, information about your role as a teacher, and be exposed to a variety of tools to either help answer your questions directly, or help you to find the answers you're looking for. Within the site, there are also a variety of learning modules for you to complete as a part of your orientation. Each module has a quiz associated with it to help ensure that you are maximizing your learning of the material. The modules usually take no more than a half-hour to complete and include:

- NTC Vision, Mission, Community Benefits Statements, Core Beliefs & Strategic Directions
- Armed Intruder
- Consensual Relations
- Family Educational Rights and Privacy Act at NTC

To complete the orientation, you'll need to take the final orientation quiz—don't worry, it's not that bad! The questions simply review material that you were exposed to on the site, and you can take it as many times as you'd like. **Orientation must be completed prior to teaching additional courses for NTC.**

2. Face-to-Face Orientation within your Learning Division – Perhaps the most important piece of your orientation will be meeting face-to-face with one or more representatives from your Learning Division. Depending upon the division, this may include time spent with:

- The Dean or the Associate Dean of the Division
- A Learning Coordinator
- An Administrative Assistant
- A Faculty Team Leader
- A Faculty Mentor

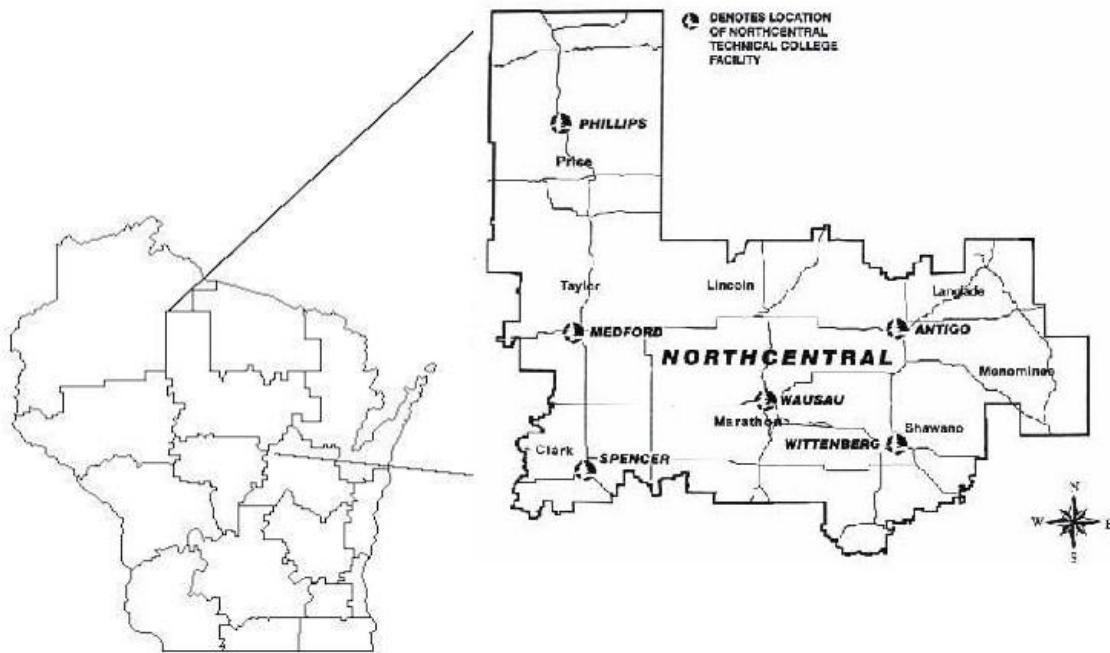
Regardless of with whom you meet, the emphasis will always be to provide you with the information you need to do the best job possible for your students.

3. Adjunct Faculty Intranet Site - This site is designed to house all kinds of resource materials for use by adjunct faculty (both continuing adjuncts and those who are new to the College). It is recommended that you first complete your orientation assignments within blackboard prior to exploring the site. You will find this information under the Learning tab and then Adjunct Faculty.



AN OVERVIEW OF NTC

OVERVIEW OF NTC



For almost 100 years, Northcentral Technical College has provided relevant career preparation for people from all over north central Wisconsin and beyond. Begun in 1912 in a small two-story building and called the Wausau Vocational School, the College grew rapidly in response to an evolving technology that triggered the need for expanded services. Today, the NTC district, one of 16 districts in Wisconsin, covers all or portions of 10 counties. In the heart of the district is NTC's central campus in Wausau. Built in 1969, this is the main campus for NTC and home to many College programs.

But the main campus does not stand alone. There are convenient campus locations in Antigo, Medford, Phillips, Spencer, and Wittenberg, as well as a Public Safety Center of Excellence in Merrill, Apprenticeship Center of Excellence in Wausau, Agriculture Center of Excellence in the town of Maine and a Wood Technology Center of Excellence in Antigo. As an adjunct faculty member, you will be teaching in one or more of these locations, depending upon your area of expertise and College needs. We provide a variety of different learning opportunities with over 150 associate degree, technical diploma, or short-term certificate programs. Still other students simply take a single course (traditional or continuing education) to give them a competitive edge in the workforce and the chance at a brighter future. As an adjunct faculty member, you are one of the many keys to unlocking this future to our students.

We are an institution committed to our mission of becoming, "...the customer-focused, accessible provider of innovative life-long learning that builds a globally competitive workforce." We are constantly looking toward building the future of our community and this is reflected in our vision statement, "Building futures one community, one workplace, one learner at a time."

As you complete your orientation you'll also become familiar with our core beliefs and strategic directions of the College which help to create our employee culture. Now let's take a look at the various Learning Divisions that we have at the College to give you a broader perspective of our institution as a whole.

Learning Divisions

NTC is organized into eight (8) distinct Learning Divisions which help us to serve our diverse student needs. Divisions are further divided into program teams and faculty members are usually assigned to a specific program team. The program teams are responsible for providing students with all the knowledge and skills they need to successfully land and keep a job in the local workforce and beyond. For more information about any of the programs available at NTC, please visit our internet site at: <http://www.ntc.edu/>

1. Agriculture and Sustainability

Featuring our Agriculture Center of Excellence in the town of Maine, this division contains all of our agriculture and sustainability types of programs and certificates including:

- Dairy Science
- Introduction to Farm Business Management
- Advanced Farm Business Management
- Agriculture Business
- Agronomy
- Veterinary Science
- Architectural Design and Technology
- Residential Building Systems
- Structural Steel Detailing
- Refrigeration, Air Conditioning and Heating Service

2. Business, Community Services, & International Education

The dedicated faculty and staff of the Business, Community Services & International Education Division strive to deliver flexibility, convenience and a positive learning environment to students pursuing a career path in any of our many program areas, including:

- Accounting
- Administrative Professional
- Business Management
- Early Childhood Education
- Health Care Business Services
- Human Services
- Instructional Assistant
- IT – Computer Support Specialist; Network Specialist, Programmer/Analyst, & Digital Media Development
- Marketing
- Medical Coding
- Medical Transcription
- Office Assistant
- Supervisory Management

3. General Studies & Learning Centers

General Studies courses provide a core of knowledge that imparts the common skills, intellectual concepts and attitudes that every educated person should possess. General Studies provides explicit instruction in the essential lifelong skills required for success in careers, at home, in a community and in society.

The General Studies division is divided into several distinct units including:

- Communication
- Math
- Psychology
- Social Science
- Science

Learning Centers

NTC's Learning Centers are open lab, self-paced environments for adult learners. Services are free to learners and enrollment is open. Students are assessed at enrollment and instruction is tailored to individual needs. Several classroom-based options are also available. Adult Basic Education instruction is offered at all NTC campuses and at community sites throughout the NTC district. Specific instruction is provided in a variety of areas including:

- GED/HSED subjects
- Basic reading, writing, and math
- English Language Learning (ELL/ESL)
- Computer literacy
- Job seeking skills
- Pre-program Brush-up

4. Health Occupations

All programs in the Health Division are clinical based, meaning students taking these programs have patient contact and the program has a clinical component that students must pass to graduate. Working collaboratively, the dedicated faculty and staff of this division transform lives and enrich communities by providing effective, student focused education that builds a confident and competent healthcare workforce. Programs provided by this division include:

- Certified Nursing Assistant
- Clinical Laboratory Technician
- Dental Assistant
- Dental Hygiene
- Medical Assistant
- Phlebotomy
- Nursing
- Radiography
- Surgical Technology

5. Public Safety

The Public Safety Division prides itself in offering courses/certificates/programs that “Build Safer Communities.” The division is made up of exceptional faculty and staff to give the learner the educational experience they deserve. The Public Safety Division offers programming in these specific content areas:

- Criminal Justice
- Law Enforcement Academy
- Fire Science
- Emergency Medical Services
- Emergency Medical Technician - Basic
- Emergency Medical Technician - Intermediate
- Motorcycle Driver Training
- Paramedic
- Sign Language Interpreting
- Traffic Safety

6. Technology and Trades

The Technical and Trades Division provides programming in pre-engineering, manufacturing, construction, transportation and apprenticeship areas. Hands-on learning is emphasized, and students utilize modern equipment commonly found within the local industries to ensure they are prepared to enter the workforce. Our faculty consists of industry experts that have years of work experience in the fields that they teach.

Innovation is exceptionally important in the Technical and Trades curriculum. Programs include:

- Applied Engineering
- Automotive Technology
- Automotive Collision and Repair
- Electromechanical Technology
- Graphic Communication Technologies
- Individualized Technical Studies – Technical and Trades Emphasis
- Machine Tool Operation
- Mechanical Design Technology
- Technical Studies – Journey Worker
- Wood Processes

7. Business & Industry Solutions

NTC works with local employers to offer a variety of employee training opportunities to help employers maintain a trained and qualified workforce. Whether you are looking to stay competitive as an employer or an employee, Business & Industry Solutions (BIS) offers professional development and continuing education courses to update job skills, maintain licensure or certification, and enhance individual skills. Workshop and seminar opportunities can be in face-to-face, distance technology, webinar and online formats, and include the following areas:

- Customized On-site Contract Training
- Technical Assistance and Consulting
- Continuing Education/Professional Development

8. Educational Support Services

As the name implies, the Educational Support Services (ESS) Division supports the college by providing the foundation for course and program delivery. Housed within the doors of ESS are:

- The Curriculum Office whose staff support faculty, Deans and staff to ensure courses and programs are approved by the Wisconsin Technical College System, and are developed and taught using quality instructional design techniques.
- The Scheduling Office that arranges for the complex logistical process of reserving classrooms and scheduling courses according to division need and using the desired mode of delivery for the entire college.
- Student Assessment which assesses the extent to which learners are able to meet course and program outcomes, in the context of a continuous improvement model.
- Continuing Education which provides flexible and accessible courses, workshops and seminars to meet learners professional development needs and credentialing requirements.
- The NTC Library that supports the information needs of students, faculty, staff and district residents. The library provides one-on-one reference assistance, individual and group instruction, workshops, classroom presentations and in-depth research help.



Northcentral TECHNICAL COLLEGE



VISION

Northcentral Technical College: Building futures one community, one workplace, one learner at a time.

MISSION

Northcentral Technical College is the customer-focused, accessible provider of innovative life-long learning that builds a globally competitive workforce.

COMMUNITY BENEFIT STATEMENTS

Northcentral Technical College:

1. Communities have the capability to foster economic growth.
2. Workplaces have an available and skilled workforce.
3. Learners have the knowledge and skills necessary to explore, maintain or advance in employment or higher education

CORE BELIEFS

These are guiding principles or values that are inherent in the institution.

Learner Focus

We believe in an educational environment that exceeds learner expectations and helps them reach their unique potential.

Continuous Learning

We believe in a learning organization comprised of individuals who are competent, forward thinking, accountable, caring and collaborative.

Ingenuity

We believe in innovation of learning and services through creativity and forward thinking.

Access

We believe in access for all learners through geographic, financial, service, and learning delivery alternatives.

Service to Community

We believe in service to our communities to meet their economic and educational needs.

Diversity

We believe in diversity of thought, culture, opinion, economic status, age, gender and physical capabilities.

Culture of Professionalism

We believe in a culture that exudes professionalism, treating internal and external customers with integrity and respect.

STRATEGIC DIRECTIONS

Growth - The College achieves growth through innovation, flexibility, access, and the strategic analysis and marketing of competitive and environmental information.

Innovation - The College implements new products or services to meet current and future stakeholder needs.

Strategic Partnerships - The College becomes the preferred strategic partner of area businesses and industries, K-12 districts, local communities, entrepreneurs and other institutions of higher education to support learning and economic development, establishing NTC as an educational leader.

Organizational Development - The College encourages and supports professional growth and team development throughout the organization.

Continuous Quality Improvement - The College develops innovative ways to continually improve learning, support systems, and processes, and the responsible use of natural resources that enhance organizational effectiveness and demonstrates sustainability.

Fiscal Strength - The College prudently manages and strengthens its financial resources in order to thrive in a complex and changing environment.

Student Success - The College promotes student retention, degree completion, career and job placement and engages a diverse student population through its programs, support services, and campus settings.



ADJUNCT “TO DO” LIST

TO DO LIST FOR ADJUNCTS

1. Complete Necessary Forms

Complete all necessary forms from Human Resources (such as Direct Deposit, Federal Withholding, etc.) so that you're certain to get paid on time! Contact Human Resources at extension 1062 for assistance, or just stop by during office hours (7:30 am to 4:30 pm M-F).

NOTES:

2. Complete the New Adjunct Employee Orientation Course

This required orientation course will benefit you in a number of ways and it will be helpful to you to login and begin completing it right away!

NOTES:

3. Schedule a Face-to-Face Orientation Meeting with Your Dean

Once you've been hired to teach, the Dean of your Division (or designee) will need to meet with you to give you all of the information you need to be successful in your new teaching role. You'll want to bring any and all questions to this meeting and work with the Dean to gain essential information!

NOTES:

4. Request Course Materials

Depending on the class(es) you're teaching, you'll have a variety of materials that may be available to you. In most cases if your course has a textbook, it will already be chosen by the department. If this is the case, request a copy of your textbooks to familiarize yourself with them. Departments may allow you to add supplementary texts to the ones already chosen. If you need to order your own books, partner with your supervisor and do this quickly so that availability does not become an issue.

With most courses there is also a course outcome summary, sample learning activities, and a sample syllabus to help you get started. These materials are generally available through the administrative assistant assigned to your learning division.

If you can, you may want to review potential course activities with a faculty member who has previously taught the course you'll be teaching. They will often have great insights as to how to best relay course material and assess learning.

NOTES:

5. Obtain NTC ID

All College Faculty, Staff and Students are required to obtain an NTC ID. For Faculty, the ID cards provide authorization to borrow from the Library, gain access to campuses, labs and classrooms, and for security purposes. For assistance in obtaining an ID, please visit Human Resources.

NOTES:

6. ITV and Blackboard

If you're teaching a Distance Learning course via Interactive Television (ITV), you need to familiarize yourself with Distance Learning policies, procedures and resources. Spend time reading the ITV materials available in the "Policy & Procedures" section of the orientation website under "Distance Learning." Contact the Instructional Technology Team (extension 1116) to setup time in your ITV classroom to become familiar with the technology.

All courses now have a "shell" in Blackboard. Contact Jon DeGroot for X1651 for assistance, or explore the online tutorials that are available for you in the "Services & Resources" section of the orientation website.

NOTES:

7. Complete Laboratory Orientation if You Are Teaching A Lab Class

If you are teaching a "Lab" class, you'll want to be certain to complete any necessary orientation, familiarize yourself with the appropriate expectations and procedures, and be certain that you have the necessary knowledge to operate any of the equipment. It would be important for you to visit the lab several times prior to teaching your first class so that you know where everything is located that you'll need.

NOTES:

8. Familiarize Yourself with Your On Campus Office Space

A work station with computer access and telephone is provided in most cases for adjunct faculty to use when they are on campus in Wausau. You will also have an assigned mail box for incoming U.S. and interoffice mail near the workstation. Please see your divisional administrative assistant for help in locating a work station, signing in to the computer, operating the copier, or using the telephone.

NOTES:

9. Obtain Logins and Passwords

If you have not done so, obtain your logins and passwords for your Lotus Notes email. The same login and password should work with Blackboard, the LMS, PeopleSoft and when logging in on classroom computers. You'll find your login information in the "Policies & Procedures" section of this guide. Contact the Help Desk for assistance if you have difficulty.

NOTES:

10. Obtain Class Rosters

You'll want to get a class roster for each of the classes you're teaching. You can either get a detailed list or a summary list of the students enrolled in your course(s). You may receive training from your division's administrative assistant as to how to print these—in some divisions you'll receive the roster directly from the administrative assistant.

NOTES:

11. Secure an Academic Calendar to be Aware of Important Dates

Securing an up-to-date academic calendar (Student Planner Schedule) is very important when you're doing your course planning. This schedule, which can be found on NTC's Web site and the Appendix of this guide, lists all the important dates throughout the semester.

NOTES:

12. Familiarize Yourself with NTC's Grading System

NTC's Grading Scale for Excellent to Poor and Failing Work is on a A-F scale and can be found within the syllabus information in the "Policies & Procedures" section of this guide. Create your own to show the specific breakdown of grades and provide this as part of your syllabus to students on your first day of class. Make this syllabus available to students to access via Blackboard as well.

NOTES:

13. Create a Syllabus for Each Class You Teach

You'll want to create a course syllabus for each of the classes you are instructing, and submit this both to your division Dean and to the Curriculum Office (ESS). A syllabus checklist and sample are provided in the "Policies & Procedures" section of this guide, but you can generally receive a copy of the syllabus from the most recent class from the administrative assistant in your learning division.

NOTES:

14. Find Out the Location of Your Class(es)

To ensure you show up on time for your first class, make sure you find the location of your class(es) beforehand. Contact your division's administrative assistant to find the classroom building and number. Afterwards, make sure you physically visit the classroom and become comfortable with the available technology. If there is a problem with the classroom, it is important to notify the division immediately so that appropriate assistance can be provided. Please do not move your class to another room without checking with an administrative assistant. If your room is not unlocked, see the division administrative assistant or contact security at extension 1111.

We know that some adjunct instructors do not have a physical classroom. They may teach totally online or in a clinical setting. If you're not teaching in a physical classroom at NTC, you'll want to become familiar with the equipment, software, and materials you need to present a good learning experience for the students.

NOTES:

15. Become Familiar with NTC Policies and Procedures

The NTC Internet Site (ntc.edu) is a good place to review all of the different policies that the College has in place. We've included several policies in this guide to help you become familiar with those you need awareness of right away. There are also learning modules on the orientation website to help you with several of the most important ones. Others you can review during the course of your first semester. Please contact Human Resources at X1062 for more information on these policies.

NOTES:

16. Familiarize Yourself with Services & Resources at NTC

There are a lot of resources to help you succeed in your position, so take some time to familiarize yourself with some of them. Check out Educational Support Services, Student Support Services, the NTC Library, etc.

NOTES:

17. Familiarize Yourself with Course Evaluations and Team Goals

Each Division has defined parameters about how courses should be evaluated. Some have requirements for student evaluations and program outcome assessments. You should familiarize yourself as to what your team's requirements are. All College teams are required to prepare and submit a Team Action Plan in September which outlines the goals of the team. Familiarizing yourself with this plan will also help you travel in a common direction. Your supervisor will generally be able to fill you in about both of these areas.

NOTES:



MY COURSE MATERIALS



FACE-TO-FACE DIVISIONAL ORIENTATION

FACE-TO-FACE DIVISIONAL ORIENTATION

To your face-to-face divisional orientation, you'll want to take these two lists with you. First you'll see a list entitled, "Essential Information." This helps you to get the names, mailstops, telephone numbers, etc., that you may need during your tenure as an adjunct. Although much of the contact information is located at the beginning of this guide, you can pull out this page to place it where it can be a ready reference for you.

The second is a "Divisional Checklist" of items that the Dean, Associate Dean, Learning Coordinator, Administrative Assistant, Faculty Team Leader or Faculty Mentor will review with you to help answer many common questions that new adjunct faculty members have.

Essential Information for Adjuncts

Telephone Number (Wausau Campus)	(715) 675-3331 or 1-888-682-7144
Your Extension (if applicable)	
Your Mail Stop	
Your E-Mail Address	_____@ntc.edu (Username)
Your E-Mail/Lotus Notes Access <small>*Note: Login is the same for Blackboard, LMS, & PeopleSoft</small>	Username = last name; Password = first name (all lowercase) - *Call Help Desk @ ext. 1160 with questions*
Location of Your Assigned Mailbox	
Location of Your Workstation	
Printing & Duplicating Information	
Location of Copier	
Postage Number	
Dean Name, Mail Stop & Telephone Number	
Associate Dean Name, Mail Stop & Telephone Number	
Learning Coordinator Name, Mail Stop & Telephone Number	
Administrative Assistant Name, Mail Stop & Telephone Number	
Faculty Team Leader Name, Mail Stop & Telephone Number	
Mentor Name, Mail Stop & Telephone Number	

DIVISIONAL CHECKLIST – ADJUNCT FACULTY ORIENTATION

Adjunct Faculty Member: _____

Program: _____

Course(s): _____

Faculty Team Leader/Mentor: _____

Course Expert: _____

Course Start Date: _____

Course Meeting Days/Times: _____

DATE	INITIALS PROVIDER	ITEM	DESCRIPTION
		Adjunct Faculty Guide	Adjunct was given a copy of the Adjunct Faculty Guide and it was reviewed section by section.
		Certification Courses	Requirements for continued certification as a faculty member was explained including how often classes need to be taken, how to sign up for classes, reimbursement, etc.
		Class Cancellation Policy	The class cancellation policy was reviewed, including who to contact for illness, emergency leave or late arrival; and how to make up course work.
		Classroom Observations	The evaluation process was explained including classroom observations, timeline for evaluations, and student surveys.
		Classroom Management	Faculty has reviewed some basic classroom management skills and ways to deal with common inappropriate behavior. Adjunct was shown where to find referral forms and what to use them for, as well as how to contact security.
		Communication Who for What?	Emphasis has been given to checking NTC email accounts, assigned mailbox, and who to contact for what types of questions.
		Course Outcome Summary	The course outcome summary, and recent syllabus was given to the adjunct, and the competencies were reviewed to ensure everything was understood.
		Field Trips	Faculty has gone over the process of completing paperwork to go on a field trip. The adjunct instructor understands Student Life's role, and knows who the point of contact is for the division.
		ID Badges, Business Cards, Key Cards/Keys	Expectations for wearing the NTC ID badge have been explained and the adjunct has been given the needed keys or key cards for access to the building/lab areas.

		Instructional Information	The new adjunct faculty member has been given the appropriate PowerPoint presentations, lecture notes, tests, answer keys, and any other instructional information that other faculty is willing to share to assist the adjunct in providing high quality instruction to the students.
		Internet vs. Intranet	Explanation has been given to the adjunct about the differences between the Internet and the Intranet and what can be expected to be found on each.
		Grading Policy	Faculty reviewed the grading scale, percentage of grade of assignments, labs, quizzes, tests, rubrics, and other information pertinent to determining grades for the students.
		Office Equipment (Copier, etc.)	Adjunct has been oriented as to where office supplies, copier, mailboxes, etc., are located and any associated processes for sending internal and external mail. Printing & duplicating services were explained and guidelines given for large copy jobs.
		Orientation Expectations	The Adjunct Orientation process was reviewed including the expectations of completion.
		Payroll	Payroll was reviewed including payroll dates (see appendix).
		RIP Process	The RIP process was explained, including the importance of looking at the NTC email account to get information on class beginning and end dates, reviewing pay information, etc.
		Rooms & Equipment Tour	The new adjunct faculty member has been taken through the classroom/lab that will be used, and oriented as to where equipment is located. Processes for handling of hazardous materials were reviewed as well as any necessary lab orientation.
		Safety	All potential safety hazards have been reviewed, and the adjunct is aware of where medical supplies are located. Adjunct is also made aware of emergency processes (severe weather safe rooms, evacuation routes, etc.)
		Schedule	The Faculty mentor has looked at the schedule for the class that the adjunct is teaching, and has worked with the adjunct to pencil out a tentative schedule of the lectures, labs, and tests that should be given for each class meeting.
		Software	The software that might be used in the course has been reviewed. This would include showing the adjunct where to find the software and going over the basics if the adjunct is not familiar with it.
		Staff Introductions	The adjunct toured the campus and was introduced to Administrative Assistants, HR, other division administrators, as well as faculty and staff in the program area.
		Technology Training (Blackboard, ITV)	Adjunct is aware of technology training that is available online, and has been given the contact numbers of the Blackboard coordinator and Distance Education facilitators.
		Textbooks & Supplies	Review was completed on all textbooks, lab manuals, supplies (NTC & Student), and equipment that is available for use.

SHOULD I GET A MENTOR?

All new adjunct faculty members at NTC are encouraged to seek out a mentor for the first year of employment. Your first step toward getting a mentor is to have a conversation with your supervisor in your Division. They can recommend a person that would be well-suited to your individual needs as an adjunct faculty member, and recommend that person for you to the Office of Organizational Development.

The purpose of the mentoring program is to improve the quality of your teaching experience, and concomitantly, improve the learning experience of your students. A mentor is an experienced faculty member at NTC who will offer guidance, advice, tips, and a sounding board for you through your first year.

Many adjunct faculty members of NTC credit having a mentor with increasing their effectiveness and improving their longevity. If you're interested, just check with your supervisor, and then contact the Office of Organizational Development.



SOME POLICIES AND PROCEDURES I MAY NEED TO KNOW

SOME POLICIES AND PROCEDURES I MAY NEED TO KNOW

Located on the Blackboard Orientation site are a variety of different policies with which you should become familiar. Learning modules are included on this site for the following policies & procedures: Armed Intruder, Consensual Relations, and FERPA. You'll want to review these right away. Other policies are located on both the NTC Internet, and the NTC Intranet sites. You can use this link as well: <http://bit.ly/NTCPOLICIES>

We have also included policies and procedures in this section of the guide that you may want right away. These include:

- *Login Instructions for Lotus Notes Email/NTC Intranet/Blackboard/PeopleSoft
- *Inclement Weather Class Cancellation Procedure
- *Incomplete Grade/Extended Course Completion
- *No Show/Cease to Attend Procedures
- *Syllabus Submission Information
- *Syllabus Submission Process
- *Syllabus Guidelines and Informational Wording
- *Syllabus Template
- *Syllabus Checklist
- *Complaint Resolution Policy – Non Represented Staff

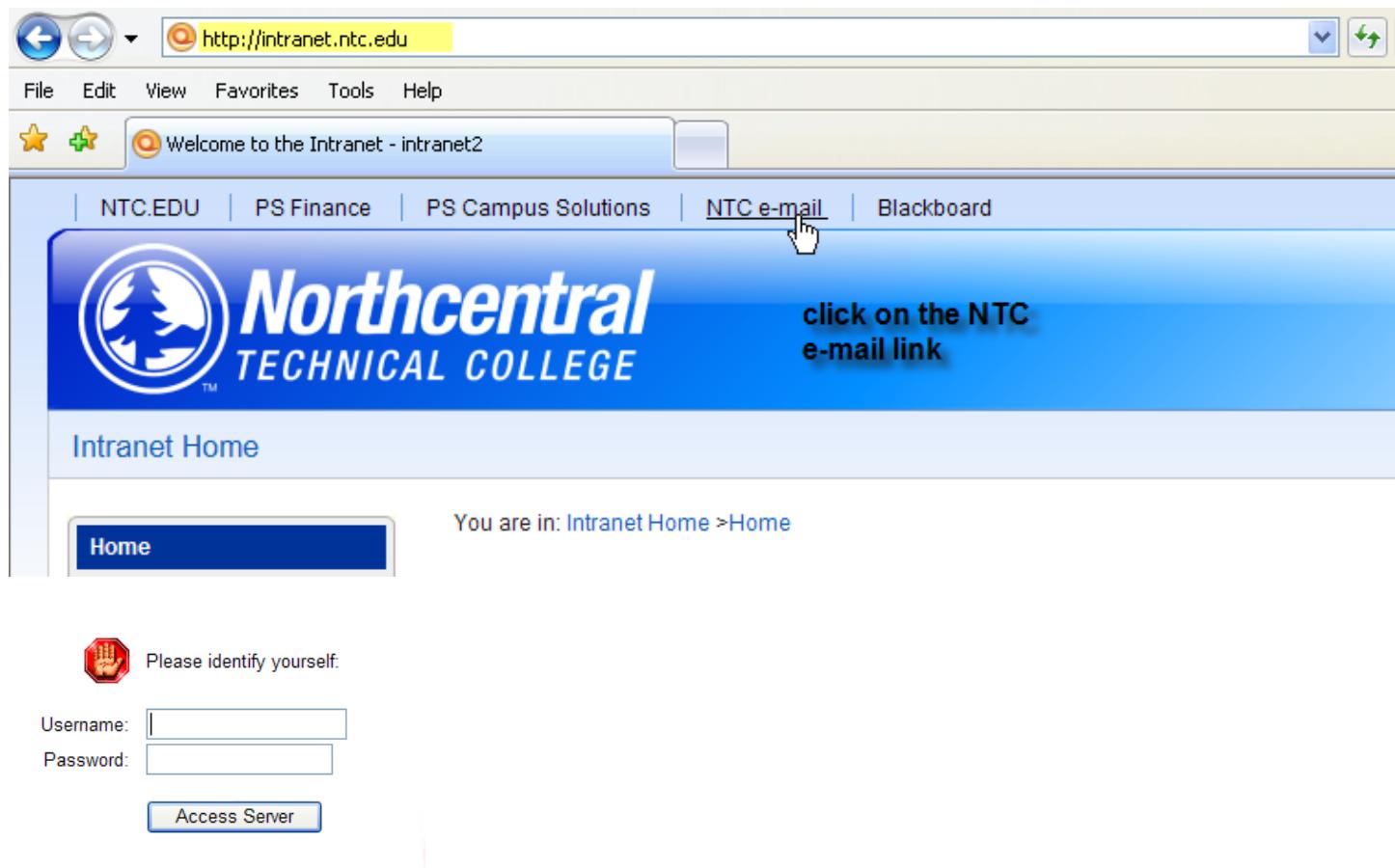
The most recent version of all policies and procedures are located both on the NTC Internet and NTC Intranet sites. <http://bit.ly/NTCPOLICIES>

Login Instructions for Lotus Notes Email/NTC Intranet/Blackboard/PeopleSoft

Greetings,

If you have never logged on to your Lotus Notes e-mail account via the Internet using Internet Explorer or Safari, please follow the instructions below.

1. Navigate to URL: <http://intranet.ntc.edu>
2. Click on the NTC e-mail link at the top of the web site



3. In the Username box enter your last name (lower case)
4. In the Password box, enter your first name (lower case)
5. Click the "Access Server" button
6. If you are asked to save the password when you log in, select NO.

7. If you get any Security Warnings, please Click "Yes" or Domino Web Access will not work properly.



As a **security measure**, we ask that you **change your password** once you're in your e-mail (a recommendation would be to use a mixture of upper and lower case letters along with some numbers). To change your Internet password, just follow these directions. If you forget your password, please contact the Help Desk at Ext. 1160.

1. Click on "Preferences" located at the upper right-hand corner of the screen



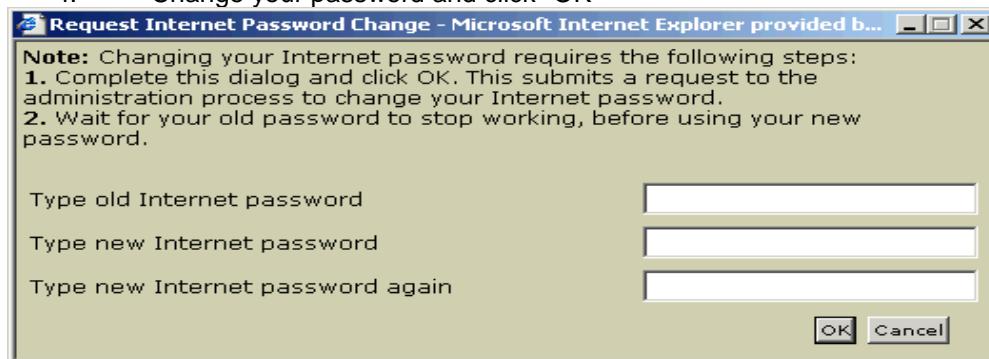
2. In the Preferences dialog box, click on "Security"



3. Click the Change . . . button under "Change Internet Password"



4. Change your password and click "OK"



If you have any problems or questions accessing your NTC Lotus Notes e-mail account please contact the Help Desk at 675-3331, Ext. 1160 or help_desk@ntc.edu.



252PR1 Administrative/Operating Guideline Procedures - Emergency School/Class Closing

Created By: Daniel Mccollum on 12/09/1998 at 02:25 PM

Category: BP 1.2B Safety & Health

Responsible Person: Vice President of Human Resources

Emergency School/Class Closing

252.PR1 Administrative/Operating Guideline Procedures

NTC values the well-being of its students and staff and does not wish to have lives endangered traveling to or from NTC during inclement weather. North central Wisconsin weather is unpredictable and weather conditions may change throughout the day. Keep in mind that morning weather conditions may differ greatly from evening forecasts.

If school is open, NTC employees are expected to be at work. However, some employees may feel they cannot safely travel to work. Those employees must contact their supervisor immediately. If the school is officially closed due to inclement weather, employees will not be allowed on campus and will be compensated for their time. This will assure the safety of our employees and allow for snow removal.

NTC Custodial and Maintenance Employees

If the College is officially closed, custodial and maintenance employees are expected to return to work unless otherwise advised by their supervisor or public announcements. Those employees required to report to work when the College is officially closed will be eligible for compensatory time at a later date.

NTC Hourly Employees

The decision not to travel to work will result in lost time that can be made up in a variety of ways. The employee may use previously accumulated compensatory time, vacation or unpaid leave as identified in their respective employee handbook. Emergency leave is not an option. Hourly employees should work with their supervisor to determine if the lost time can be made up within a short time period. Arrangements should be made in conjunction with the supervisor.

NTC Faculty

If the campus remains **open**, it is expected that we will do business as usual and that faculty will conduct classes as scheduled for that day. We understand some students may miss class because they feel it is unsafe to travel due to the weather. It is our position that this is an individual's decision and that personal safety should come first. Business as usual ensures that students who make the effort to attend class are not penalized.

If the College is open and an instructor makes a "personal safety" decision to not come to work, the faculty member should contact their Dean immediately. If the dean is not available, the faculty member should contact the Associate Dean. The Dean will work with the instructor to find an

alternative instructor to cover the class time. The Dean will make the final decision to cancel the class if an alternate instructor is not available and will initiate the process of notification by contacting the class cancellation line at Ext. 4072.

If the Dean makes the decision to cancel the class, the faculty member should work with their Dean to begin the notification process to students. Faculty members should change their voice mail greeting message to notify students of the cancellation.

Upon return to the College, the Dean and the faculty member will develop a plan to make up the lost class time with students. Faculty should complete an absence report.

WAUSAU CAMPUS – DECISION and Procedures for Cancellation of Day Classes Prior to the Start of Class

The responsibility for the decision on campus closing shall rest collectively with the President and the Director of Facilities (or their designees).

The decision on campus closing will be made by 5:30 a.m. in an attempt to have messages aired on radio and select TV stations by 6:00 a.m.

By 6:00 a.m., the announcement will be changed on NTC's phone system and on the NTC web site to reflect whether NTC is open or closed.

If classes are cancelled at the Wausau campus, ALL ITV courses will be cancelled at ALL campuses and ITV locations. The Coordinator of the Electronic Delivery Team is responsible for executing the ITV closing procedure.

Wausau Campus – Decision and Procedures for Early Dismissal of Day Classes and Cancellation of Evening Classes

If worsening road conditions develop during the day, the President and/or Director of Facilities will be responsible for the decision to dismiss day classes early.

The decision to cancel evening classes will be made by 1:00 p.m. in an attempt to have messages aired on radio and select TV stations by 2:00 p.m.

Wausau Campus – Decision and Procedures for Early Dismissal of Evening Classes

If worsening road conditions develop after evening classes begin, the Evening Facilitator will receive direction from the President and/or Director of Facilities on the decision to close.

Regional Campuses – Decision and Procedures Used for Cancellation and/or Early Dismissal

The Regional Campus Deans, in conjunction with the President, Vice President for Learning and Director of Facilities, have responsibility for cancellation and/or early dismissal of classes due to inclement weather. They will also notify radio stations in their area. He/she will contact the Director of Marketing & Public Relations and the Chief Information Officer. A plan for notification of students and ITV personnel will be established at each campus by the regional dean.

Dropping Students and Incomplete Grades

Instructor Drop

Students who have ceased to attend your class and have not indicated that they will return, should be dropped. Instructions for this procedure are outlined below.

- Faculty using online grading should go to the online grade roster and enter a DR grade.
- When you SAVE, a pop-up panel will ask you to enter last date of attendance for the DR grade. Enter a date (xx/xx/xx) in the box to the right of **“Last Date of Attendance”** and click OK.

Adjunct faculty may contact registration in Student Services with the student’s name, id number, class number, course number and the student’s last date of attendance.

Faculty should not enter a W as a grade. A “W” is entered by Student Services staff when a student makes a formal request to withdraw from a class prior to the last day of the class.

Incomplete Grade

Assigning an “incomplete” (I) is one of the grading options available for students coursework. The intent and use of the “I” grade is not to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). Use the following guidelines when assigning an incomplete grade.

- An Incomplete grade should only be considered for extenuating circumstances. Extenuating circumstances are generally defined as those situations over which the student has little or no control, e.g. illness, birth, jury duty, death of parent, injury or military service. Instructors may require suitable documentation.
- Students should have completed a substantial portion of their work prior to receiving an Incomplete grade.
- An Incomplete grade will convert to the default grade if not completed by the established deadline. The maximum time allowed for completion of assignments is six weeks unless the faculty member extends the deadline. If a course is a prerequisite to another course for the next term, a much shorter time limit should be established. A student who arranges for an incomplete grade with their instructor will not be able to withdraw or be dropped from the course after the end of the term.

Please use the attached form when issuing an Incomplete grade.

If a student has a passing grade but is unable to complete all coursework before the end of the term, he or she can arrange with the instructor to complete their work and the instructor can do a final grade change up to 10 days into the next term. A change of final grade form is also attached.

TECHNICAL COLLEGE
Student Services
Records and Registration Office

CHANGE OF FINAL GRADE NOTIFICATION

1. All final grade changes must be completed no later than 10 school days into the next semester.
2. All incomplete grades must be completed within 6 weeks of the next semester.

Student Name: _____ **ID #:** _____
First M.I. Last

Course Title: _____ **Course #:** _____

Term: _____ **Summer** **School Year:** 20____-20____
_____ **Fall** **Old Grade:** _____ **New Grade:** _____
_____ **Spring**

Instructor's Signature: _____ **Date of Change:** ____/____/____

(For Office Use Only)

Records changed: _____ **Progress Form** _____ **PeopleSoft** **Changed by:** _____

11/07/05

TECHNICAL COLLEGE
Student Services
Records and Registration Office

CHANGE OF FINAL GRADE NOTIFICATION

3. All final grade changes must be completed no later than 10 school days into the next semester.
4. All incomplete grades must be completed within 6 weeks of the next semester.

Student Name: _____ **ID #:** _____
First M.I. Last

Course Title: _____ **Course #:** _____

Term: _____ **Summer** **School Year:** 20____-20____
_____ **Fall** **Old Grade:** _____ **New Grade:** _____
_____ **Spring**

Instructor's Signature: _____ **Date of Change:** ____/____/____

(For Office Use Only)

Records changed: _____ **Progress Form** _____ **PeopleSoft** **Changed by:** _____

11/07/05

Incomplete Grade

Student Services – Records Office
1000 W. Campus Drive
Wausau, WI 54401

Criteria for Granting an Incomplete (I) Grade:

Assigning an "incomplete" (I) is one of the grading options available for students coursework. The intent and use of the "I" grade is not to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). Use the following guidelines when assigning an incomplete grade.

- Incomplete should only be considered for extenuating circumstances. Extenuating circumstances are generally defined as those situations over which the student has little or no control, e.g. illness, birth, jury duty, death of parent, injury or military service. Instructors may require suitable documentation.
- Students should have completed a substantial portion of their work prior to receiving an incomplete grade.
- An incomplete grade will convert to the default grade if not completed by the established deadline. The maximum time allowed for completion of assignments is six weeks unless the faculty member extends the deadline. If a course is a prerequisite to another course for the next term, a much shorter time limit should be established.

Student Name _____
(Last) (First) (M.I.) (ID Number)

Home Address _____
(Number and Street) (City) (State) (Zip)

Course Title: _____

Course Nbr: _____ **Class Nbr:** _____

Default Grade: _____ (Grade that the incomplete should convert to if no other work is performed)

Reason Incomplete _____ **Illness** _____ **Accident** _____ **Other (Specify)** _____

To Be Completed by Instructor - List all unfinished coursework below.

The above assignments must be submitted to the instructor no later than _____; failure to submit them by this date may result in the final course grades being calculated on the basis of the above identified coursework receiving failing grades. Any change to this agreement must be renegotiated and agreed to in writing. Evidence from third-party authorities may be required to amend the terms of this agreement.

Instructor signature _____ Date _____
(Sign) (Print)

Student signature _____ Date _____
(Sign) (Print)

NOTE: This form must be completed for every grade of Incomplete (I). Upon successful completion of assignments, faculty will fill out a change of grade form.

cc: student, students file (original), instructor, advisor

No Show/Cease to Attend Procedures

Student Services needs to know if a student registered in your class never attended, or the student's last date of attendance if the student ceases to attend your class. This attendance information is necessary for the College to comply with financial aid and veteran's attendance reporting regulations.

No Shows

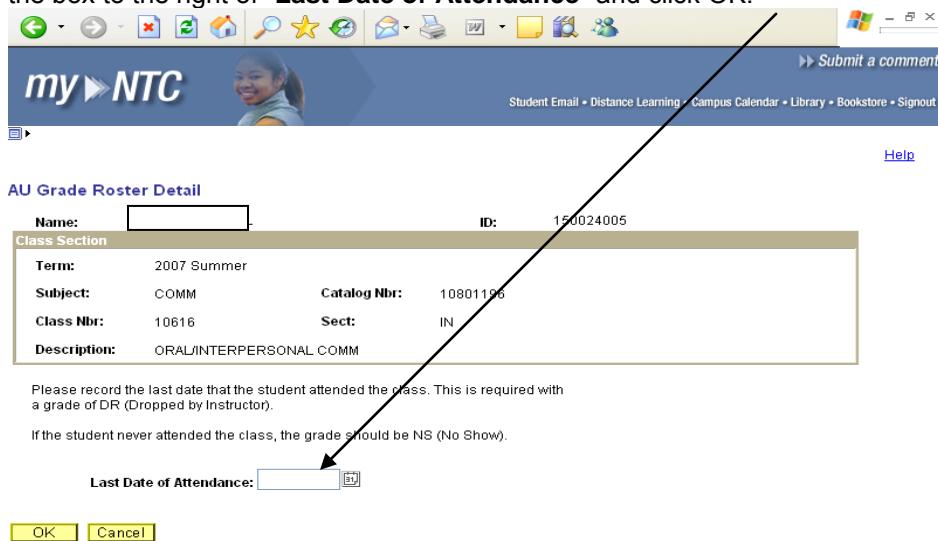
If a student on your class roster does not attend the first week of classes and has not contacted you to arrange for a late start, please enter NS on the class roster. Faculty who use online grading should enter the NS grade online. Adjunct faculty should indicate NS on the paper class roster and send the roster to Student Services.

Students reported to Student Services as no shows may be re-admitted to class with instructor permission. Please contact registration in Student Services and ask that the no show grade be removed from the class roster.

Cease to Attend

Students who have ceased to attend your class and have not indicated they will return, should be dropped. Faculty using online grading should go to the online grade roster and enter a DR grade.

When you SAVE, a pop-up panel will ask you to enter last date of attendance for the DR grade. Enter a date (xx/xx/xx) in the box to the right of "Last Date of Attendance" and click OK.



my▶NTC

Student Email • Distance Learning • Campus Calendar • Library • Bookstore • Signout

Help

AU Grade Roster Detail

Name: <input type="text"/>	ID: 150024005
Class Section	
Term: 2007 Summer	
Subject: COMM	Catalog Nbr: 10801196
Class Nbr: 10616	Sect: IN
Description: ORAL/INTERPERSONAL COMM	

Please record the last date that the student attended the class. This is required with a grade of DR (Dropped by Instructor).

If the student never attended the class, the grade should be NS (No Show).

Last Date of Attendance: 

OK Cancel

Adjunct faculty may contact registration in Student Services with the student's name, id number, class number, course number and the student's last date of attendance.

Faculty should not enter a W as a grade. A "W" is entered by Student Services staff when a student makes a formal request to withdraw from a class prior to the last day of the class.

PROCESS FOR SUBMITTING COURSE SYLLABI

Greetings!

Education Support Services would like to share with you the process for submitting your student -focused syllabi at the start of each semester.

When you have finalized your documents for this semester, please paste a copy of your syllabus electronically to the S drive.

Please be sure to follow these steps rather than using your opened document. If you use “save as” you will encounter a disc space error when copying and pasting.

Here are the steps to follow:

1. Be certain to first CLOSE your updated syllabus document if opened in MS Word or WIDS.
2. Go to the folder where you currently have your syllabus saved.
3. RIGHT CLICK on the document and select “RENAME.” Rename the document using the course number, abbreviated name, and term information (FA for Fall 09 for 2009). If more than one instructor teaches the same course, please put the instructor last name at the end of the file name. Hit “enter” when name is changed.

For example:

10-504-104 Intro to CJ FA 10 Kleppe (more than one instructor for the same course)
or
10-504-104 Intro to CJ FA 10 (only one instructor for course)

4. RIGHT CLICK on the document again and select “COPY.”
5. Open the folder for your program using the following path:

S:CURRICULUM/SYLLABI-FACULTY SEMESTER SUBMISSIONS/DEAN NAME/PROGRAM

6. RIGHT CLICK inside the “open” window and SELECT “paste.”

FYI... The files where you are pasting the documents are protected and can only be opened by the division's Dean and ESS staff.

Adjunct instructors who are unable to access the S-drive on campus should work with their supervisor to submit course syllabi.

If you have questions, please feel free to contact your Dean, Maikia Lor, Ext. 1465 or Stephanie Monson Ext. 1468. Thanks again for your participation in this process!

Educational Support Services

This template is an optional tool for you to when creating your course syllabus. Before renaming and saving this template, be sure to delete the "helpful" information in blue (keep blue web links).

COURSE (insert the name of the course) SYLLABUS (Fall, Spring or Summer) Semester Year

Course Number:

No. of Credits:

Name of Instructor:

Office Location:

Telephone (office):

Fax Number:

E-mail Address:

Office Hours Schedule: Example:

- Tuesday 8 – 9 a.m.; Tuesdays 6:30 - 7:30 p.m.;
- Thursday 8 – 9 a.m.; Friday 8 – 9 a.m. & 11 a.m. – 12 noon.
- Tuesday and Thursday office times are designated for students off campus to call in prior to class with any questions and are reserved expressly for this purpose.

Course Description: (Exactly as listed in catalog or PeopleSoft)

Course Pre/Co-requisites:

Class Meeting Information:

Beginning Date:

Number of Weeks:

Meeting Times and Locations:

Course Competencies

Competencies are what learners will be able to do as a result of the learning experience. Competencies are about doing, not about knowing. Course competencies specify what learners will be able to do after successfully completing the course. In this course, the competencies that you must master at a C level are: (List course competencies and delete this highlighted text)

- See optional alternate wording for competencies in Syllabus Guidelines

Assessment of Learning Information

*Grading Policy/Scale The following is an example of what could be included. Scale represents NTC's grading policy.
Please note that there is no C-!*

This course is a performance-based course, designed for your success. XX units of study, or learning plans will be studied over the course of the semester. Each learning plan will have assessment activities or tasks that will evaluate your performance of all course competencies.

(Description of items included in final grade) (Examples of what could be included—delete what you don't use)

Throughout the learning plans, you may be required to demonstrate the competencies through class discussions, a research paper, a quiz over each chapter of reading, building a model and providing an oral explanation of a tool that you will use in your field, demonstrating practical techniques, completing case studies, participating in role plays or scenarios, or taking a final exam. *Your grade will be based on you being able to demonstrate all competencies at a minimum level of 2 or C on performance-based tasks in order to pass the course.

*The following items will be a part of your assessment for this course and contribute to your final grade. They are broken down as follows:

- 25% Reflections
- 25% Exams
- 50% Performance Assessment Tasks

Letter grade	% or points needed to achieve grade	Point Credits
A	(100- x%) and you have met all course competencies	4.00
A-	(- %) and you have met all course competencies	3.67
B+	(- %) and you have met all course competencies	3.33
B	(%) and you have met all course competencies	3.00
B-	(%) and you have met all course competencies	2.67
C+	(%) and you have met all course competencies	2.33
C	(%) and you have met all course competencies	2.00
D	(%) and you have met all course competencies	1.00
F	(x & Below) and/or you have NOT MET all course competencies	0.00

Core Ability Statement

Core Abilities are broad outcomes or skills that every graduate of an NTC program is expected to achieve. These skills go beyond the content of a specific course or program and are the skills employers tell us they expect employees to have. NTC has identified seven Core Abilities that are important in every area of learning. XX(whatever number of core abilities are selected for your course curriculum) of these core abilities have been identified as important in this course:

(Please include those identified for your course)

- Communicate effectively.
- Act responsibly.
- Work productively.
- Work cooperatively.
- Demonstrate integrity.
- Think critically and creatively.
- Develop global awareness.

Performance-based Instruction (if included in the grading information above, this does not need to be repeated)

This is a performance-based course. It is designed around _____ (insert the correct number) competencies. You will be required to show me your learning by demonstrating your skills. Your grade will be based on your performance of those competencies according to the criteria outlined in your learning plans.

Tentative Schedule/Timeline for Major Assignments/PATs [Link to specific course competencies as listed above](#)
(you may wish to put this on a separate sheet or in a table format)

examples

Due Date	Competencies/Material/Information	Major Assignments/PATs
9/13/07	Competency 1	Reflection paper for course
9/20/07	Learning Plan 5 Competencies 4, 5, 6	Venn Diagram PAT Ch 8 Exam

Program Outcomes

The competencies listed in the syllabus for this course are to help you obtain the skills and knowledge required to obtain the type of position you desire upon completion of the program. There is a direct link between this course and the overall program. [Explain how this particular course fits into the overall program course of study.](#) The program outcomes for your area of study are as follows:

Textbooks: [Example: Engelberg, Sara. Periodontal Examination. Odontoscience \(publisher\), 2007. Second edition.](#)
ISBN:7686868999

This textbook is required. You may purchase it at the NTC bookstore

Online Resources References:

Supplies: [Example: \(CD-ROM, clinical attire, Internet access, flash drive, etc.\)](#)

Guidelines to help you succeed in this class:

Required key policies to include: (delete highlighted)

NTC Policies

Students with questions regarding affirmative action, equal opportunity, harassment, computer use policy or information about any other NTC policies should refer to the current NTC catalog or student handbook available in Student Services or at this website: <http://www.ntc.edu/current-students/policies.html>

Special Needs/ADA Accommodations

NTC is committed to providing reasonable accommodations that allow students with disabilities to fully participate in the technical college environment. If you are a student with a documented disability and believe you could benefit from academic accommodations, please contact the Student Success Center at 715.803.1469 or visit our website <http://www.ntc.edu/current-students/student-success-center.html>

Administrative Guidelines for Tobacco Use on NTC District Premises

These guidelines are part of Northcentral Technical College's commitment in promoting the safety and health of its staff, students, visitors, and general public. It also establishes parameters for those who choose to smoke or use smokeless tobacco products.

It is the guideline of the Northcentral Technical College District that smoking or use of smokeless tobacco products by employees, students, and visitors is prohibited on all District premises, with the exception of three designated smoking shelters on the Central Campus in Wausau. Regional campuses and the Campus Farm do not have smoking shelters: they have designated smoking areas. This applies to all campus property and parking lots.

At the Wausau Campus, smoking and/ or use of smokeless tobacco products is restricted to the smoking shelters located in the Courtyard, on the Northwest corner of the Center for Health Science Building, and adjacent to the gated entrance to the H Building. **Repeat Violations will result in code of conduct violations or monetary fines.**

Appropriate statements regarding delivery mode for Online, Hybrid, Web Enhanced, or ITV

Student Help Desk Information

NTC has a 24-hour Student Help Desk to provide technical support for our online students. Requests for help may include login and password problems, course software use, software technical problems, and browser questions. If you have questions or need assistance when you are working on your course, you can contact the NTC Student Help Desk via e-mail at studenthelp@ntc.edu or call 715-803-1160, press option #1, or 1-888-682-7144, Ext. 1160, press option #1. Please provide the following information: name of course, your student ID number, what you were trying to do, any error messages you may have received, and how to contact you.

See *Sample Syllabus Guidelines sheet* for items you wish to include. Please also review your syllabus using the syllabus checklist to see other guidelines to add. Help desk, attendance, academic honesty are important guidelines to include.

Safety Guidelines/ regulations (if applicable)

Attendance Statement

Academic Honesty

Student Code of Conduct

Sample Syllabus Guidelines and Information Wording

These are guidelines are provided for your use as you develop your course syllabus. Copy and paste items of your choice into your syllabus and then customize them, making sure they apply to NTC and to your course. The * denotes standard guidelines to be used in all syllabi.

Academic Honesty

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Academic honesty is also a key way to demonstrate the core abilities such as "demonstrating integrity." Just as your employer will expect you to complete your own original work, so does NTC. To optimize your success and avoid confusion later, for purposes of this course, we will define academic dishonesty as:

Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:

- a) Giving, receiving, using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

Academic Honesty (alt)

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills, knowledge and core abilities.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. Since we value acting responsibly and demonstrating integrity, please avoid the following behaviors as they will negatively impact your success in this course:

- Plagiarism - presenting someone else's words, ideas, or data as your own work.
- Fabrication - using invented information or the falsifying research or other findings.
- Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:
 - Copying from another learner's work
 - Allowing another learner to copy from your work
 - Using resource materials or information to complete an assessment without permission from your instructor
 - Collaborating on an assessment (graded assignment or test) without permission from the instructor
 - Taking a test for someone else or permitting someone else to take a test for you
- Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.
- Disciplinary action may include failure of the course and other actions by the College.

***Special Needs/ADA Accommodations**

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***Administrative Guidelines for Tobacco Use on NTC District Premises**

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At the Wausau Campus, smoking and/or use of smokeless tobacco products is restricted to the smoking shelters located in the Courtyard, on the Northwest corner of the Center for Health Science Building, and adjacent to the gated entrance to the H Building.

Repeat Violations will result in code of conduct violations or monetary fines.

Assessment Plan

In order to accommodate the various learning styles that are represented in this course, several forms of assessment will be used to measure what you know and can do. In this course you will be taking quizzes, giving demonstrations, role playing, engaging in debate, writing reflection essays for each of your portfolio entries, creating a Venn diagram, and completing a final exam. They are detailed below:

These assessments are performance-based tasks that will help you "show me the learning." If you need help to be successful in doing one or more of these tasks, please see me for help. You must obtain a C or 2 on each task in order to demonstrate competence and pass the course.

Assessment Plan (alt)

The grade you achieve in this course is entirely up to you. Advanced preparation and participation in activities, as well as completion of course work will all help you achieve the personal goals you set for yourself. To help you, I will utilize a wide variety of teaching methodologies and assessments to help you maximize your learning potential. Be open to new activities in order to help yourself reach new personal and professional levels of achievement and success. The following items will be part of your assessment for this course and contribute to your final grade:

Assessment Plan (alt)

Your employer will place a great deal of value on your contributions to the workplace. Therefore, this class will be an interactive learning experience. In order for this to happen, I am relying on you to participate in class and to complete all assigned activities. We will use the following criteria to evaluate your class outcomes and to compute your grade:

- Participating in discussions and practice activities
- Asking clarifying questions during class
- Making comments that facilitate discussion
- Respecting others' opinions and points of view
- Attending class regularly
- Arriving for class on time

In addition, objective opportunities for you to demonstrate your competencies will include:

Completing real-world application exercises

Completing weekly journal exercises

Completing critical thinking/ethical dilemma exercises

Attendance/Makeup

You are required to be in class for all class sessions. Please act responsibly by arranging your schedule so you are able to attend each class session. If you must miss a class, please call or email me to schedule a meeting time so that you can receive the material you missed and set a reasonable make-up work timeline so that you will not fall behind and can continue to be successful in the course. Remember that you must demonstrate all competencies in order to pass the course. Please be here so that you are successful!

Attendance (alt)

As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments/assessments on or before the date they are due. However, regardless of how organized we think we are, unexpected emergencies do happen. If you miss a class session unexpectedly, please call me as soon as you can. If you know you will be absent from a class session ahead of time, I would appreciate a call before class begins. If that is

not possible, please let me know as soon as you can so that we can work out an arrangement to get you the information and/or materials for the class you missed so that you can continue to be successful.

Attendance (alt)

This is a [INSERT NUMBER HERE]-week course and every session is important. Please see me if you miss a class so we can discuss makeup work for you to complete prior to the next class session.

Attendance (alt): You are required to be in class for all class sessions. Please act responsibly by arranging your schedule so you are able to attend each class session. If you must miss a class, please call or email me to schedule a meeting time so that you can receive the material you missed and set a reasonable make-up work timeline so that you will not fall behind and can continue to be successful in the course. Please be here so that you are successful! You will be responsible for any announcements and all material presented in class. If you have to absent, be sure to check with me regarding any handouts or other materials. If NTC is closed, we will not have class.

Please be on time for class. If you are late, please enter quietly without creating a class disruption. If you do not attend the first class of class and do not contact me, you may be dropped from the class involuntarily. Also, if you miss more than 2 consecutive classes without instructor notification, you may be dropped from the class involuntarily.

Children in the Classroom

Children may not find this class particularly enjoyable and could pose safety concerns. Therefore, so that you and other students are not distracted and are able to learn, please make child care arrangements and do not bring children to class.

Competencies

Competencies are what learners will be able to do as a result of the learning experience. Competencies are about doing, not about knowing. Course competencies specify what learners will be able to do after successfully completing the course. In this course, the competencies that you must master at a C level are: (list course competencies)

Competencies (alt)

To be successful when you obtain your job after graduation, your employer will want you to have certain skills. This course has specific competencies or tasks that you must be able to do and demonstrate prior to completion of the course so that you are successful when you get the job that requires them. In this course, the course competencies that you must master at a C level are: (list course competencies)

Computer Use Policy

Successful learners must practice acceptable computer etiquette. Read more about NTC's Computing, Networking and Information Resource "Acceptable Use" at http://www.ntc.edu/current-students/policies.html#computer_use

Conduct

Disruptive or rude behavior that interferes with the learning environment will not be tolerated. Students who are disrespectful of others will not be welcomed in class and repeat offenders will be dropped from the class. Respectful behavior includes, but is not limited, to: (1) issues of diversity; (2) respecting another student's right to be heard (no side conversations); (3) respecting another person's view, even if you disagree; (4) paying attention in class; and (5) keeping personal information shared in class confidential. In addition, ground rules will be developed during the first day of class with the expectation that these are developed by the class and will be followed by the class. Please also review NTC's Student Code of Conduct at <http://www.ntc.edu/current-students/policies.html#discipline>

Consequences of Cheating

NTC values learning. As a result, learners are expected to act with integrity and honesty. Learners who demonstrate these qualities do not cheat. Your employer expects honest behavior just as NTC does. Thus, if you choose to cheat, a 1st cheating offense will result in a score of 0 on the activity, exam or quiz. A second cheating offense will result in a grade of F being assigned for the course in which the offense occurred.

Consequences of Cheating (alt)

Employers expect you to be honest, demonstrating ethical, professional behavior, adhering to workplace policies and procedures, and respecting people and property. We expect the same; therefore, any type of cheating is not acceptable and may result in dismissal from the program.

Core Abilities

Core Abilities are broad outcomes or skills that every graduate of an NTC program is expected to achieve. These skills go beyond the context of a specific course or program and are the skills employers tell us they expect employees to have. For you to meet these demands, NTC has identified 7 Core Abilities that are important to every area of learning. In this course we will focus on: Use the following list to determine which core abilities will be included in your syllabus. These **must** match the Core Abilities listed in the Course Outcome Summary (curriculum).

Communicate effectively
Act responsibly
Work productively
Work cooperatively
Demonstrate integrity
Develop global awareness
Think critically and creatively

Course Competencies

When you obtain your job after graduation, your employer will want you to have certain skills. This course has specific competencies or skills that you must be able to do and demonstrate prior to completing the course so that you are successful when you get the job that requires them. In this course, the competencies that you must master at a level of C or 2 are: (list course competencies)

Course Competencies (alt)

Congratulations!! You have chosen to become a _____. You now have an awesome opportunity to enter into a great profession. With this opportunity come many responsibilities. I look forward to working with you as you begin your training. I intend to teach you to the best of my abilities as I train you to be _____. I expect nothing but the best, as you should from me in your effort to learn the competencies of this course. I take what we do very seriously, but I also want you to enjoy your time in this program. I am also open to constructive comments and new ideas to help you master the course competencies. In this course, the competencies that you must master at a level of C or 2 are: (list course competencies)

Digital Courtesy

It is our goal that every student is successful. NTC realizes that many students like to tape lectures for later review, but it is important to obtain the instructor's permission before doing so. If you obtain permission to tape, you should do so in an unobtrusive manner to avoid distracting your classmates. Please remember that copyrighted material cannot be taped, e.g. videotapes, etc.

Also, in this advanced digital age, many of you have cell phones. As a common courtesy to others so they may work productively and cooperatively as well as to demonstrate your responsibility and integrity, if you carry a cell phone to class, convert it to vibration mode or turn it off for the duration of the class. This is especially critical during tests; cell phones will need to be turned off to avoid any question of their use.

External Standards

External Standards are credentialing requirements established by external organizations such as professional associations, regulatory agencies, consumer groups, hiring organizations, accreditation organizations, or government agencies to create shared expectations for quality. The standards for the [INSERT NAME OF PROGRAM OR OCCUPATION HERE] have been set by [INSERT NAME OF ORGANIZATION, AGENCY, OR STATE HERE]. By constructing the [INSERT NAME OF PROGRAM HERE] program so that it meets the [INSERT TITLE OF EXTERNAL STANDARDS HERE], we increase the credibility of all its graduates.

When you achieve the competencies in this course, you will build some of the skills, abilities, and attitudes required by the following external standards:

[INSERT TARGET EXTERNAL STANDARDS HERE]

Grading Scale

The following grading scale will be used in this course. In order to ensure that you will meet employers' expectations and demonstrate the course competencies, you must receive a C or 2 on all performance assessment tasks in order to have met the minimum level of competence acceptable. If you do not achieve a C or 2 on a given task, the item must be redone in order to ensure that you are successful in preparing for your future career. (Insert your grading scale)

Independent Work

Periodically throughout the program you will be asked to participate in independent activities, which may take several different forms, such as independent study, interactive instruction, laboratory exercises, research, internet exploration, and job shadowing. These activities are an integral part of the total curriculum, but will have minimal instructor involvement. They provide you with the opportunity to demonstrate your ability to work independently to meet a designated goal as well as to show development in the various core abilities associated with the program.

***NTC Policies**

Students with questions regarding affirmative action, equal opportunity, harassment, computer use policy or information about any other NTC policies should refer to the current NTC catalog or student handbook available in Student Services or at this website: <http://www.ntc.edu/current-students/policies.html>

Participation

Never hesitate to ask a question (there is no such thing as a “dumb question”, if you truly don’t know). I welcome your questions and ideas at any point. If you find relevant material in the news that relates to the topic we are discussing, please bring it to class for discussion. Also, reading assigned material before class will enhance your ability to participate in discussions and ask questions. Last, it is important that you participate constructively and show respect for your fellow students and instructor.

***Performance-Based Learning**

You as the learner are the most important part of instruction. As a result, performance-based tasks will identify what you must be able to do as a result of your learning. The tasks you are asked to do will determine how you can show that you have learned these skills. This performance-based course is designed around [INSERT CORRECT NUMBER] competencies. Your grade will be based on your performance of all of those competencies according to the criteria outlined in your learning plans.

Program Outcomes

Program outcomes are major outcomes that all graduates of the [INSERT NAME OF PROGRAM OR MAJOR HERE] program are expected to achieve. They are specific to the target occupation, professional area, or discipline.

By achieving the competencies in this course, you will build some of skills, abilities, and attitudes required by the program outcomes. Prior to graduation, you will need to demonstrate that you have achieved the [INSERT NAME OF PROGRAM OR MAJOR HERE] program outcomes by completing all the required performance assessments. When you perform these assessments, you will create artifacts (products) such as portfolios, models, or reflections that you can use to document your qualifications for prospective employers or higher education.

This course will help you work toward the achievement of the following program outcomes:

[INSERT LIST OF TARGET PROGRAM OUTCOMES HERE]

Questions

I encourage you to ask questions in this course. In order to communicate effectively, act responsibly, work productively, work cooperatively, demonstrate integrity, and think critically and creatively, you must stand up for yourself and ask about concepts you don't know or understand. I will respond to your questions, and if I don't know the answer, I will do my best to get your questions answered. I can't help you if I don't know what you need, so please ASK!

Resubmission of Material

Optimizing your success is a top priority here at NTC. Therefore, you will be allowed one "redo" of any assignment which does not meet at least C or 2 level competences. The highest score you can receive on resubmitted material is a 2 or C. However, since you must "show the learning" and demonstrate your ability on each course competency to pass, the redo is encouraged.

***Student Help Desk Information**

NTC has a 24-hour Student Help Desk to provide technical support for our online students. Requests for help may include login and password problems, course software use, software technical problems, and browser questions. If you have questions or need assistance when you are working on your course, you can contact the NTC Student Help Desk via e-mail at studenthelp@ntc.edu or call 715-803-1160, press option #1, or 1-888-682-7144, Ext. 1160, press option #1. Please provide the following information: name of course, your student ID number, what you were trying to do, any error messages you may have received, and how to contact you.

Submission of Class Work

Because it is vital that you can demonstrate each of the competencies outlined in this course, we must stay on track with timelines for assignments. Assignments must be submitted on the date they are due. However, if you have special circumstances or have problems with an assignment, please inform me immediately. I am here to help you, but you need to communicate your needs to me as they arise.

Syllabus revisions

I have provided learning plans and a syllabus with a schedule listing class sessions and due dates for assignments and assessments. I will work to keep the course on the published schedule. However, if alterations to the schedule are necessary, I reserve the right to make changes to the syllabus when I believe it is to your benefit to do so. I will communicate those changes to you in a timely manner to avoid any surprises and help you continue to do well in the course.

Tentative Timelines for Class Work

To be successful in the workplace, you will need to meet your employer's timelines. In order to begin refining that skill, you will also need to meet the timelines for assignments in this course. Since many students have many commitments outside of the classroom, the following timeline is to help you plan so that you are able to act responsibly in getting your assignments done on time. If there is a particular date that causes major problems for you, please contact me early on so that we can work together in helping you to accomplish your goal of completing the assignment. Your major assignments and due dates are listed below:

ONLINE GUIDELINE OPTIONS

***Online - Learner Role and Responsibilities**

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

Netiquette

Because this is a new and different kind of class for some of us, we should remember to be courteous and respectful of each other. Please review the core netiquette details in the online orientation section. There are some dos and don'ts of courteous behavior on line, called "netiquette."

Please visit the Albion Netiquette Web Site at <http://www.albion.com/netiquette>. Read details about "The Core Rules of Netiquette:"

- 1 Remember the human.
- 2 Adhere to the same standards of behavior online that you follow in real life.
- 3 Know where you are in cyberspace. (Adjust your behavior to fit the site or "lurk before you leap.")
- 4 Respect other people's time and bandwidth.
- 5 Make yourself look good online.
- 6 Share expert knowledge.
- 7 Help keep flame wars under control.
- 8 Respect other people's privacy.
- 9 Don't abuse your power.
- 10 Be forgiving of other people's mistakes.

The "Core Rules of Netiquette" quoted from NETIQUETTE by Virginia Shea as presented at <http://www.albion.com/netiquette>. At the site you'll find a complete online edition of NETIQUETTE by Virginia Shea. Follow the links from there. Test your netiquette knowledge by completing the ten-question netiquette.

Online – Attendance

This course is designed to be an active and interactive course in which you have the opportunity to contribute and respond to the contributions of others. Just as your employer expects you to contribute at work, you should plan to log on. You should plan to log on and actively participate in the course at least 3-5 times each week. Examples of appropriate responses would be an assignment, an entry into the threaded discussion, submission of an assignment, or participation in group work. (Though you are welcome to participate in the CyberCafe as frequently as you would like, this does not qualify as "attending and participating" in the course.)

Online - Learner Role and Responsibilities **

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

Online - Communicating In An Online Learning Community

In a cyber community, you present yourself and learn about others through written words. Present yourself in a positive light and communicate your thoughts and ideas effectively.

The following guidelines will help you be understood effectively on the net:

1. Format your posting so that it is easy to read.
2. Use short paragraphs separated by blank lines.
3. Don't write everything in uppercase (capital) letters. In an online environment it means you are SHOUTING.
4. Be brief.
5. Be clear. Don't use abbreviations or acronyms that others may not understand.
6. Read your messages over before sending them. Be sure they are diplomatic and polite.
7. Check your spelling by using the computer's Spell Check feature and reading over what you have written to catch errors that Spell Check misses.

Online - Core Abilities

Although the primary setting for learning in this course is online, you are a member of a learning community just as you would be in a classroom course. As members of an online learning community, we share responsibility for creating and maintaining an environment that communicates mutual respect, supports learning for all members, and provides opportunities for all members of the community to learn from one another. Throughout this learning experience we will strive to build the following online learning core abilities:

Work productively

You will demonstrate effective online learning habits when:

- you actively engage in the online learning community
- you use the syllabus, learning plans, performance assessment tasks, and learning materials to guide learning
- you use online learning tools such as Profiles, Orientation, Learning Plans, Discussion, Chat, In/Out Box, WorkSpace, GradeBook, Help Desk
- you take responsibility for self as a learner
- you use resources that are provided and find additional resources to meet learning needs
- you produce evidence of learning that meets the performance expectations

Work cooperatively

You will effectively contribute to the online learning community when:

- you complete assigned tasks for team/group work
- you use collaborative strategies to complete tasks
- you exchange information, ideas, and opinions in group and/or class discussions
- you actively provide feedback through Peer Review process

Act responsibly

You will take responsibility for your online learning when:

- you complete assigned tasks according to prescribed deadlines
- you complete assigned tasks according to prescribed criteria
- you are an active participant in your cyber community
- you observe the rules of netiquette

Think critically and creatively

You will demonstrate critical and creative thinking when:

- you respect other points of view
- you apply the principles and strategies of purposeful, organized thinking to problem solving and decision making
- you distinguish between fact and opinion
- your contributions to online discussions show original thought
- you synthesize information from a variety of sources

Online - Creating a Learning Environment at Home

What makes a particular setting or space a good place to learn? Think about classrooms or workplace training rooms that have worked well for you.

When you attend class in a classroom, the school and your instructor create a good learning environment. When attending class online, you need to create a good learning environment for yourself--most likely in your home. Don't underestimate the importance of your study surroundings. The time you spend creating surroundings that support learning will be well invested.

Here are some tips to help you get started:

- Select a space in which you can set up your computer (with access to your internet connection) and your tools for learning (books, papers, pencils and pens, calendar) and (if possible) leave them undisturbed between sessions.
- Keep the area well ventilated and at a temperature that works for you-cool enough so that you don't feel sleepy, but warm enough so that you are comfortable.
- Provide yourself with a comfortable desk or work chair (preferably adjustable; not an easy chair) and ample work surface (table space) at a comfortable height.
- Ensure that you have good lighting that does not cause a glare on your computer screen but still allows you to read comfortably.
- Keep your study space as free from distractions as possible (television, distracting music, conversations, ringing phones).
- Add props to make your learning space more interesting and to help you focus on the subject matter. You might use posters, pictures, mind maps, geographic maps, drawings, charts, etc. that are related to the subject matter you are studying.
- Play music that enhances learning. Research shows that classical music written by classical composers such as Bach, Brahms, Handel, Mozart, Vivaldi, Mendelssohn, Haydn, Tchaikovsky, and Corelli can enhance the ability of many students to concentrate and think. You can purchase classical music CDs or tapes very reasonably at any music store, many book store chains, and online.
- Have fresh drinking water and nutritious snacks nearby.

Online - E-mail Guidelines

- In order to protect yourself, you should assume that mail on the internet is not secure. Never put in a mail message anything you would not put on a postcard.
- To demonstrate integrity when you forward or re-post a message you've received, do not change the wording. If the message was a personal message to you and you are re-posting to a group, you should ask permission first. You may shorten the message and quote only relevant parts, but be sure you give proper attribution.
- A good rule of thumb: Be conservative in what you send and liberal in what you receive. You should not send heated messages (we call these "flames") even if you are provoked. On the other hand, you shouldn't be surprised if you get flamed and it's prudent not to respond to flames.
- In general, it's a good idea to at least check all your mail subjects before responding to a message. Sometimes a person who asks you for help (or clarification) will send another message which effectively says "Never Mind". Also make sure that any message you respond to was directed to you. You might be cc:ed rather than the primary recipient.
- Remember to use mixed case. UPPER CASE LOOKS AS IF YOU'RE SHOUTING.
- Use smilies to indicate tone of voice, but use them sparingly. :-) is an example of a smiley (Look sideways). Don't assume that the inclusion of a smiley will make the recipient happy with what you say or wipe out an otherwise insulting comment.
- Another good rule of thumb when using e-mail is to be brief without being overly terse. When replying to a message, include enough original material to be understood but no more. It is extremely bad form to simply reply to a message by including the entire previous message: edit out all the irrelevant material.
- If you include a signature, keep it short. Rule of thumb is no longer than 4 lines. Remember that many people pay for connectivity by the minute, and the longer your message is, the more they pay.

Online – Emoticons

1. In a face-to-face conversation auditory cues and visual cues, or body language, play an important part in communicating the emotions and feelings behind the message. In an online learning community, we strive to build relationships that enhance our ability to support learning for each member of the community. It can be difficult to build rapport through written conversations because they may seem to lack feeling or personality.
2. To overcome the lack of visual or auditory cues in e-mail and online discussions, users have come up with something called "smilies" or "emoticons" (emotional icons). They are made up of combinations of keyboard characters that are inserted in the e-mail or discussion text to convey the writer's emotions (cues). The most common example is :-). Turn your head to the left and you should see a happy face (the colon are the eyes, the dash is the nose and the parentheses are the mouth).
3. Writers usually insert "smilies" at the end of a sentence to refer to the prior statement. There are hundreds of "smilies," and their interpretation is by no means universal, so I recommend you use them sparingly. If you stick with the examples and their definitions below, everyone in the class will know how you intend for them to be interpreted. If you find or make up additional emoticons, please clue us in so we know what you mean!

:-) smile variation: :^)

:-)) big smile (and you can make it bigger) :-))))))

:-(` frown

;-) wink

:-P sticking out tongue <hold the "alt" key down & use your number pad to press 0222 to make the tongue>

8-) smile with glasses

:-D laughing

:-O "oh!"

{{{ name}}} a cyber hug. You'll see xoxoxox too.

:-| indifference

:-> devilish grin

:-/ perplexed

:-e disappointment

:-@ scream

:-} leer

:- male

-< female

COURSE SYLLABI CHECKLIST



1000 W. Campus Dr. Wausau, WI 54401
1-888-NTC-7144 • www.ntc.edu

Name of Faculty: _____

Course Name: _____ Course Number: _____

STUDENT-FOCUSED COURSE SYLLABUS CHECKLIST

INSTRUCTOR DATA	SELF/DEAN ASSESS
1. Name of Instructor	
2. Office Location	
3. Telephone (Office)	
4. Fax Number	
5. E-Mail Address	
6. Office Hours Schedule	
7. Class Meeting Information <ul style="list-style-type: none">• Begin/End Dates/Number of weeks• Semester• Meeting Times & Location	
COURSE DATA	SELF /DEAN ASSESS
8. Course Name and Number	
9. Course Description as listed in current catalog	
10. Prerequisites and Co-requisites	
11. Safety Guidelines/regulations (if applicable)	
12. Course Competencies (must match the competencies in the Course Outcome Summary)	
13. Core Abilities (must match those listed in the Course Outcome Summary)	
14. Core Ability Statement	
15. Textbook (Author. <u>Title</u> . Publisher. Edition. ISBN) or Online Resource References	
16. Supplies (if applicable)	

ASSESSMENT & EVALUATION DATA (Grading)		SELF/DEAN ASSESS
17. Performance-based Learning statement (may be in grading area)		
18. Assessment Plan <ul style="list-style-type: none"> • Describes components included in determining final grade • Includes statement saying that successful completion of all course competencies is required to pass • Mentions that performance-based tasks may be assigned to learners to demonstrate competencies 		
19. NTC Grading Scale		
20. Tentative Timeline for Major Assignments/Performance Assessment Tasks and linked competencies		
REQUIRED NTC GUIDELINES/POLICIES		SELF/DEAN ASSESS
21. Special Needs/ADA Accommodations If you have a documented disability and believe that you could benefit from academic accommodations, please visit the Student Success Center or call (715) 803-1469. For more information please visit our website http://www.ntc.edu/current-students/student-success-center.html		
22. NTC Policies Statement Students with questions regarding affirmative action, equal opportunity, harassment, computer use policy or information about any other NTC policies should refer to the current NTC catalog or student handbook available in Student Services or at this website: http://www.ntc.edu/current-students/policies.html		
23. Administrative Guidelines for Tobacco Use on NTC District Premises Statement These guidelines are part of Northcentral Technical College's commitment in promoting the safety and health of its staff, students, visitors, and general public. It also establishes parameters for those who choose to smoke or use smokeless tobacco products. It is the guideline of the Northcentral Technical College District that smoking or use of smokeless tobacco products by employees, students, and visitors is prohibited on all District premises, with the exception of three designated smoking shelters on the Central Campus in Wausau. Regional campuses and the Campus Farm do not have smoking shelters: they have designated smoking areas. This applies to all campus property and parking lots. At the Wausau Campus, smoking and/ or use of smokeless tobacco products is restricted to the smoking shelters located in the Courtyard, on the Northwest corner of the Center for Health Science Building, and adjacent to the gated entrance to the H Building. Repeat Violations will result in code of conduct violations or monetary fines.		
24. Appropriate statements regarding delivery mode ie. Online, Hybrid, Web Enhanced, ITV		
25. A statement about accessing the 24-hour student help desk including studenthelp@ntc.edu and phone (715) 803-1160, press option #1		
GENERAL TONE OF SYLLABUS WORDING		SELF/DEAN ASSESS
25. Evidence of learner-focused language throughout		
26. Classroom/course management/codes of conduct language reflect core abilities		

Supervisor/Dean Review:

Northcentral Technical College

Complaint Resolution Policy – Non Represented Staff

This policy goes into effect October 1, 2011, for all non-represented employees, and will be in effect for all employees as of July 1, 2012.

Overview

The purpose of this policy is to provide for an internal complaint resolution procedure that is consistent with the requirements of state law and Board policy for resolving complaints concerning employee discipline, employee termination and workplace safety. This policy is intended to serve as the written document that sets forth the process for the complainant and the College to use to process a complaint.

Overall points to consider regarding the Complaint Resolution Policy

- An employee must file the complaint or appeal a decision for themselves. No third party complaints or appeals will be considered.
- Both the College and the complainant shall not be retaliated against for the filing of or the result of a complaint throughout the process.
- This policy may be revised, updated or repealed at any time.
- The College reserves the right to consolidate complaints for processing, if appropriate.
- A complaint shall be considered waived if not filed or appealed within the designated timeline.
- No recordings (video or audio) shall be allowed at any point in the process other than by the identified court reporter.
- Complainants and the College are allowed representation of their choosing throughout the process.

Eligibility

1. Who is eligible to use this policy
 - a. Non-union employees effective October 1, 2011
 - b. Represented employees at the expiration of current Labor Agreement – July 1, 2012
 - c. Not applicable to student employees or work study employees
2. What items are covered under this policy
 - a. Discipline
 - a. Resulting in loss of pay or time
 1. Suspension
 2. Demotion
 - b. Policy not applicable for
 1. Verbal warnings
 2. Written warnings
 3. Corrective Action Plans
 4. Performance Improvement Plans
 5. Professional Development Plans
 6. Performance Evaluations or Reviews
 7. Administrative suspension with pay pending investigation
 8. Non-disciplinary changes in wages, benefits or positions/assignments

b. Termination

- a. Policy not applicable for termination as a result of
 - 1. Layoff
 - 2. Non-renewal
 - 3. Voluntary Termination
 - 4. Job abandonment (No-call, no-show)
 - 5. Elimination of position and subsequent termination
 - 6. Inability to perform the functions of the position
 - 7. Failure to meet the qualifications of a position
 - 8. End of temporary or casual assignment
- c. Workplace Safety
 - a. Defined as: Conditions of employment affecting an employee's safety, the safe operation of workplace equipment and tools, safety of the physical work environment, personal protective equipment and workplace violence.
 - b. A complaint can be filed over a workplace safety issue if the safety of at least one employee is involved (versus visitors or students only)
 - c. The issue must concern safety of a person (not the "safety" of one's vehicle or other possession)
 - d. The complaint must be filed by an employee who is presently affected by the issue or who might reasonably in the future be affected by the issue.
 - e. The issue presented by the complaint must be under the reasonable control of the College.
 - f. The College reserves the right to require additional documentation if required.

Process

Steps in the process

- 1. Notice to supervisor
- 2. Appeal to College President
- 3. Appeal to Impartial Hearing Officer
- 4. Final appeal to the Board of Trustees

Step One:

The employee, within five working days from the date of discipline, termination or event giving rise to safety concern, will provide the following in writing to their immediate supervisor:

- A. A clear and concise statement of the issue or complaint including
 - a. Date incident occurred and witnesses to the incident
 - b. Policy (or policies) violated
 - c. Steps taken to informally resolve the issue
 - d. Why the employee disagrees with the decision
 - e. Resolution sought

In order to provide enough time for the organization to do a thorough investigation of the issue, the immediate supervisor will respond with a decision within fifteen working days, including rationale for the decision.

Step Two:

If the complainant does not agree with the result of Step One, the complainant may appeal the decision to the College President. The complainant and the President may mutually agree to use a designee of the President if the President's schedule does not allow for a timely resolution.

The complainant, within five working days of the issuance of the decision given from Step One, must provide the following in writing to the Vice President of Human Resources:

- A. A clear and concise statement of the issue or complaint including
 - a. All information provided in Step One
 - b. Any additional information
 - c. Rationale regarding why the complainant disagrees with the Step One decision

The Vice President of Human Resources will serve as the gate-keeper and distributor of all information.

The College President will first determine if the applicable issue qualifies for application under this policy (qualifying discipline, termination, workplace safety). Once determined that the issue qualifies, the Step Two process will proceed.

The College President will then call a meeting of all appropriate parties to discuss the complaint.

In order to provide enough time for the organization to do a thorough investigation of the issue, the College President will respond with a decision within fifteen working days, including rationale for the decision.

Step Three:

If the complainant does not agree with the result of Step Two, the complainant may appeal the decision to an Impartial Hearing Officer (IHO). The College will identify a pool of potential IHOs for the complainant to choose from. IHOs will be from the WTCS, K-12 districts, Business and Industry and local government entities.

The complainant, within five working days of the issuance of the decision given from Step Two, must provide the following in writing to the Vice President of Human Resources:

- A. A clear and concise statement of the issue or complaint including
 - a. All information provided in Step One and Two
 - b. Any additional information
 - c. Rationale regarding why the complainant disagrees with the previous decisions

The V.P. of HR will provide the complainant with a list of IHO choices. The complainant will inform the V.P. of HR in writing within five working days of their choice of IHO. After the complainant chooses an IHO, the Vice President of Human Resources will serve as the gate-keeper and distributor of all information. The Vice President of Human Resources will gather all information and exhibits from prior steps in the process and distribute to the IHO and complainant prior to the hearing.

The following shall apply to the hearing before an Impartial Hearing Officer:

1. Neither the complainant nor the College can discuss the case with the IHO in advance of the formal hearing.
2. Every effort will be made to schedule a hearing within fifteen working days. However, if, due to scheduling and availability issues, it may be necessary to use an alternate IHO or mutually agree on rescheduling the hearing.
3. The IHO cannot have an interest in the case. The IHO will determine whether they have a conflict or interest in the case and report so to the VP of HR.
4. It is not expected that there will be a cost to using an IHO, but, if there is a cost incurred for the IHO, the College will pay the costs.
5. The hearing will be documented by a court reporter. If there is a cost incurred for transcribing the hearing, the College will pay the costs.

Hearing Process:

The hearing will be presided over by the IHO. The complainant and the College will be allowed a maximum of one hour each to present necessary information at the hearing. The complainant will go first for both the initial statement and presentation of witnesses. The IHO has discretion to allow additional witnesses with time given to both parties equally.

The Hearing shall be held in compliance with the Wisconsin Open Meetings Law when applicable.

The IHO will only consider information provided at the hearing. The IHO may uphold the decision in Step Two or may over-rule the prior decision if it is determined that the College acted in a way that was arbitrary or capricious and recommend appropriate action to be taken. The IHO will issue a timely written decision, making every effort to make a decision within fifteen working days.

The decision will include:

- a. A summary of facts and evidence
- b. A summary of relevant policies
- c. Analysis of above
- d. Decision

Step Four:

If either the complainant or the College does not agree with the result of Step Three, they may appeal the decision to the Board of Trustees.

The complainant or College, within five working days of the date of issuance of the decision given from Step Three, will provide the following in writing to the Vice President of Human Resources:

- A. A clear and concise statement of the issue or complaint including
 - a. All information provided in Step One, Two and Three
 - b. Rationale regarding why the complainant or College disagrees with the previous decision
 - c. Information not previously furnished will not be considered at this step

The Vice President of Human Resources will serve as the gate-keeper and distributor of all information. The Vice President of Human Resources will gather all information and exhibits from prior steps in the process and distribute to the Board of Trustees, Board Counsel and complainant prior to the Board proceeding.

The proceeding before the Board of Trustees will be scheduled at the next practical board meeting as appropriate or a special board meeting will be scheduled and shall be held in compliance with the Wisconsin Open Meetings Law when applicable.

Board Proceeding Process:

The proceeding before the Board will be informal and consist of oral presentation by both sides. The complainant and the College will be allowed a maximum of fifteen minutes each to present necessary information. The complainant will go first in the presentation.

The proceeding is presided over by the Board Counsel, as long as a Board quorum is present.

During the conduct of the proceeding, all attendees will be required to refrain from in any way interfering with or disturbing the process. Anyone interfering with or disturbing the proceeding will be removed from the premises.

The Board has the right to adjourn the proceeding after the presentations are concluded to determine if additional information is needed. The Board Counsel will ask questions on behalf of the Board.

The Board has the authority to hire a court reporter if they deem necessary. If there is a charge for this service, the costs will be paid by the College.

The Board will only consider information provided in advance by the VP of HR and oral presentations at the proceeding. The Board will deliberate after the statements are concluded and after College and complainant are dismissed. At deliberations, the board can do either of the following, at their discretion:

1. Issue a binding and final decision determining whether or not the College acted in an arbitrary or capricious manner and, if necessary, make any final determination regarding appropriate action if any
2. Delay a decision providing an estimated timeframe when a decision would be given

The Board will issue a timely written decision, making every effort to make a decision within fifteen working days and with the goal of issuing a decision immediately.

There shall be no subsequent appeal of the Board decision. The decision of the Board of Trustees is final and binding on all parties.



HUMAN RESOURCES

Procedure for Resolving Discrimination and Harassment Complaints

Policy 233PR1

Because discrimination and harassment, a form of discrimination, are illegal practices, and because these actions can cause serious harm to the productivity, efficiency, and stability of all activities taking place at, or sponsored by, Northcentral Technical College, the District will take specific steps to investigate and eliminate discrimination and harassment. Complaints may be reported either formally or informally.

Discrimination shall mean any difference in treatment in any service, program, course, or facility of the Northcentral Technical College District because of the person's political affiliation, age, race, creed, religion, color, handicap (disability), marital status, parental status, sex, national origin, ancestry, sexual orientation, pregnancy, arrest record, conviction record, services in the armed forces, genetic testing, or use or non-use of lawful products off the District premises during non-working or non-class hours.

Informal Procedure:

1. *Reporting Complaints:* A person who believes he or she has been the victim of discrimination or harassment should feel free to discuss his or her concerns with the Affirmative Action Officer. The intent of the meeting is to provide a confidential way for the alleged victim to express his or her concerns and to discuss possible methods of resolving the conflict. No official action will be taken without the alleged victim's consent.
2. *Who to Contact:* A meeting may be scheduled with the Affirmative Action Officer by stopping by, calling, or writing:

Affirmative Action Officer
Northcentral Technical College
1000 W. Campus Drive
Wausau, WI 54401
Phone: (715) 803-1064

Her office is located in Room C150, on the Wausau Campus. If she is not in when calling to schedule a meeting, the person answering the phone can schedule an appointment. The person requesting the meeting will not be required to give his or her name for the purpose of scheduling the meeting.

Formal Procedure:

1. *Reporting Complaints:* Whenever a student, employee or visitor (hereinafter referred to as the complainant) has reason to believe he or she has been subjected to a discriminatory or harassing environment at the District or at a District sponsored event, the complainant shall report such incidents by completing the following steps:
 - A. Reports must be made in writing and include a factual description of the incident(s) during which the alleged discrimination/harassment occurred. Whenever possible, the

Discrimination/Harassment Report Form should be used to provide the information requested.

- B. Reports must be filed with 300 calendar days from the date of the incident; however, a more immediate reporting of the incident will facilitate a prompt and thorough investigation of the facts and circumstances involved.
- C. Reports are to be sent directly to the District Affirmative Action Officer at the following address:

Affirmative Action Officer
Northcentral Technical College
1000 W. Campus Drive
Wausau, WI 54401
Phone: (715) 803-1064

The filing of a report with the District Affirmative Action Officer does not restrict a person's right to seek redress through avenues outside the District.

The District prohibits and will not tolerate any harassment or retaliation against a person who files a report or against any person identified as a witness or otherwise involved in the report. The District will take immediate disciplinary action against any person engaging in this behavior.

Employees discriminating against students will be subject to discipline under appropriate District employment policies and, as applicable, collective bargaining agreements. Students discriminating against another student will be subject to discipline under the applicable student code of conduct. The District will take other necessary corrective action to remedy any instances where discrimination is determined to have occurred.

- 2. *Notification:* The Affirmative Action Officer shall notify the person(s) against whom a complaint has been filed (hereinafter referred to as respondent) and forward a copy of the complaint to such respondent(s).
- 3. *Preliminary Review:* Within ten (10) working or school days of the receipt of the written complaint, the District Affirmative Action Officer shall initiate the following, as needed:
 - A. Notify the President in writing that a complaint has been filed. This notification will not disclose details or identities of the persons involved.
 - B. Establish individual meetings with complainant(s), respondent(s), and witness(es).
 - C. Establish group meetings with persons involved.
 - D. If the complaint is resolved as a result of the above meetings, a written statement will be forwarded to both the complainant(s) and respondent(s). The President will be notified that the complaint has been resolved.

- E. If the complaint is not resolved, the Affirmative Action Officer will inform the President that a review committee will be established. The review committee will be appointed within ten (10) working or school days.
4. *Review Committee:*
 - A. A review committee for complaints shall be selected from the Equity Committee.
 - B. The Affirmative Action Officer, as a non-voting member, will serve as the chair of this committee.
 - C. The committee shall consist of three (3) voting members selected randomly from the list of Equity Committee Members as follows:
 1. At least one (1) member from each gender.
 2. No more than one member from each employee category.
 3. A committee member may be replaced prior to the hearing date if the complainant or the respondent provides written justification for excluding a selected member. A committee member may also provide written justification for excluding himself or herself. Written justification must be provided to the Affirmative Action Officer.
 - D. The Review Committee shall serve as the President's hearing panel, the function of which shall be to review complaints, study the testimony, and make recommendations to the President.
5. *Review Committee Procedures:*
 - A. The Review Committee shall convene within ten (10) working or school days of the notice of appointment.
 - B. The committee should consider whether or not special guidelines or ground rules need to be established for its review. In general, the process should be only as formal as the allegations under review are severe. In extreme situations, a review could affect the careers of the people involved as well as the District's reputation. At all times the committee needs to address its responsibilities with sensitivity, confidentiality, and an awareness of these considerations.
 - C. The committee should identify any people it would like to interview and advise them in writing of the date, time, and location at which the interview will take place, and of any guidelines or ground rules which may be used during the interview.
 - D. The committee shall hear testimony and study the evidence presented.
 - E. The committee shall make recommendations to the President as soon as possible, but not later than twenty (20) working or school days after the completion of the hearing.

6. *Decision:* The President shall review the recommendations and render a decision within twenty (20) working or school days from receipt of the Review Committee's recommendation. Notice of the action will be sent to the principal parties involved and the District Affirmative Action Officer. In the event that disciplinary action is taken against a District employee or student, notice of such action shall be disclosed to the complaining party on a confidential basis.
7. *Appeal:* Within ten (10) working or school days following notification of the action taken by the President, either of the principal parties involved may file an appeal with the District Board. The appeal must be made in writing and include a brief statement of the reasons why the decision should be reviewed.

The appeal will be placed on the agenda of the next regularly scheduled Board meeting. The District Board shall render a decision within thirty (30) working or school days after hearing the appeal.

Notice of the action taken by the District Board will be sent to the principal parties involved, the President, the District Board, and the District Affirmative Action Officer. In the event disciplinary action is taken against a District employee or student, notice of such action shall be disclosed to the complaining party on a confidential basis.

If the decision of the District Board does not resolve the complaint, the employee, student, or visitor may seek other avenues of redress outside the District.

8. *Restrictions:* No action relating to enrollment and/or employment can be taken for or against a person until the complaint of discrimination/harassment has been resolved, unless such action is deemed necessary to the well-being of the person(s) involved in the action or to the function of the District.
9. *Rights of the Individual:*
 - A. Any employee, student, or visitor has the right to file complaints due to an alleged discrimination or harassment which is in violation of the District's *Equal Opportunity Employment and Education Policy* or *Policy Prohibiting Harassment of District Employees, Students and Visitors*.
 - B. All complaints of discrimination shall be investigated and a report filed with the President by the Affirmative Action Officer.
 - C. Either party(ies) to a complaint shall have the right to call witnesses.
 - D. No rights or benefits of an employee or student shall be denied because of a filed complaint.
 - E. Nothing in these procedures shall preclude an employee's, student's, or visitor's rights to seek other avenues of redress outside the District.

Policy Revised: 9/21/06

This policy is subject to change due to changes in state/federal legislation and/or College Policies. For the most up to the date policy please refer to the District Policies on Lotus Notes or the NTC Intranet.

Northcentral Technical College District
Discrimination/Harassment Report Form

Name of Person(s) filing report: _____

Home Address: _____

Phone: _____

Are you a student, an employee, or a visitor? _____

What is your job title, program, or relationship with the College? _____

Where did the alleged incidents take place? _____

Please provide a detailed description of the incident. Include: date(s), time(s), and names of people involved, witnesses, quotes, and any other information which would be helpful in investigating the incident. Please use the back of this form or attach other pages if necessary.

Signature(s) Date

PLEASE COMPLETE, SIGN, AND RETURN TO:

Affirmative Action Officer
Northcentral Technical College
1000 W. Campus Dr.
Wausau, WI 54401
Phone: (715) 803-1064
Email: lang@ntc.edu

Important Information Regarding your Paycheck

Paychecks are received on-line, and can be accessed through the myNTC website. The login information is noted below:

To access *myNTC:

1. Go to www.ntc.edu and click on the myNTC link at the top of the page.
2. Enter your User ID (will be provided by your Supervisor) : (Enter as all capital letters)
3. Enter your Password which is the first two characters of your first name, the first two characters of your last name, and the last four digits of your Social Security Number. The character portion of the password is lowercase. (Example: Jane Smith SS# 398-98-1234, password would be: *jasm1234*)
4. Your myNTC password is independent of your Windows and PeopleSoft passwords; changing one does not affect the others.
5. If you do not know your password click on the link "Visit NTC's Employee Home Page". Click on the option "Reset Employee Password".
6. After logging into myNTC you will see the new Employee Center which provides Payroll and Human Resources online services. If you are an instructor and have multiple tabs in myNTC, first click on the Employee Center tab.
7. In the Employee Center you can click on the Employee Center "Reference Guide" to review instructions or go directly to your paycheck list by clicking on "View Paycheck".

If you are unable to login or have other technical issues, contact the Help Desk at 715-803-1160 or help_desk@ntc.edu. If you have questions regarding your paycheck, please contact either Lynn Myszka (myszka@ntc.edu, 715-803-1042) or Lynette Lehman (lehman@ntc.edu, 715-803-1063).

Human Resources Department

NTC Guidelines for Workplace Attire

9-15-08

Discussions have occurred with various leaders throughout the college including association leadership regarding appropriate attire. As a result, attire guidelines were requested. A group of employees identified the following guidelines.

- Clothing that is appropriate for the beach, yard work, dance clubs, exercise sessions and sports contests may not be appropriate for a business causal appearance at work.
- The following examples are suggested for business casual attire:
 - Slacks or khaki pants (blue denim fabric is not OK)
 - Long-sleeved or short-sleeved shirts
 - Polo/golf shirts
 - Dress T-shirts (are acceptable if they do not include cartoons, slogans, or ads)
 - Knit sweaters
 - Tailored capris
 - Dresses or skirts (blue denim fabric is OK)
 - Sport coats or blazers (blue denim fabric is OK)
 - Conservative athletic or walking shoes, loafers, clogs, boots, flats, dress heels and leather deck-type shoes. Sandals are OK but flip flops are **not** OK.

Employees that work in the health care, public safety, agriculture, technology and trades areas, classrooms, workshops, labs, clinics and jobsites, should wear clothing and footwear that is professionally appropriate to their field, technology and/or activity and that is consistent with recommendations of their advisory committees and workplace partners.

The first Monday of the month is NTC wear day. Employees can wear NTC logo clothing including sweatshirts.

Packer apparel may be worn on game day or the Friday before the Packer game. Denim blue jeans are appropriate for these days. (Viking or Bear apparel shouldn't be worn if you are working here. Ha! Ha!)



SUPPORT SERVICES FOR STUDENTS

SUPPORT SERVICES FOR STUDENTS

Disability Services

The Disability Services Office (DSO) is located in C132 of the Wausau Campus. DSO staff works individually with qualified students to approve and provide reasonable accommodations to ensure equal access to all programs. Requests for services are voluntary. Disclosure of disability information will not affect a student's enrollment status, placement into programs, classes or financial aid. It is suggested that services are requested 4 weeks prior to the start of the semester.

In the classroom, students need to self identify as a student requesting accommodations. Most will already have worked with the DSO and will have an Accommodation Card. If they do not, please refer to the DSO. The course expectations for your class should be the same for all students. A student with a disability may exhibit their knowledge differently than their peers; however the quality of work should be the same.

Types of Disabilities

- Invisible disabilities are the most common type of disability among college students. Examples include learning disabilities, ADHD, and psychiatric disabilities. These students may request accommodations even though they do not appear to have a disability.
- Hearing Loss
- Visual Impairments
- Medical/Mobility Impairments

Types of Accommodations

- Exam accommodations are based on the student's functional limitations and the documentation of the disability provided to the DSO. Some examples of accommodations are:
 - extra time for exams (either 1.5x or 2x)
 - speech software
 - large print
 - separate testing room
 - sign language interpreter
- Assistive Technology accommodations may include use of a digital voice recorder, SmartPen, FM system, and closed caption videos.
- Other accommodations may include sign interpreters, preferential seating in the classroom, adaptive equipment, and lecture note services (which may include Assistive Technologies; a faculty member sharing power points, overheads, and/or outlines; or a paid note taker).

Tips for Working with Students with Disabilities

- Always include the following disability statement in your syllabus.

If you have a documented disability and believe that you could benefit from academic accommodations, please visit the Disability Services Office or call (715)803-1469. For more information please visit the DSO website <http://www.ntc.edu/current-students/student-success-center.html>

- A student's accommodation plan should be discussed between the student and instructor in private. If you have questions or concerns regarding the student's request, discuss this with a staff member from the Disability Services Office (715)803-1469.
- Discuss concerns with the student if you observe any problems just as you would with anyone in your class experiencing difficulty.

- All disability-related information must be treated confidential. Keep information in a protected location.

Career Counseling Services

NTC has specialized people to help students with making career decisions. Included in this section of this guide is all the contact information for the Academic & Enrollment Advisors. They conduct course and program advising, academic concerns, help students develop educational plans and serve as referral agents to campus and community resources.

Personal Counseling Services

NTC students have access to services through a partnership with Peaceful Solutions Counseling. Peaceful Solutions will provide NTC students with the opportunity to meet with a counselor/therapist for up to three sessions on the NTC main campus, at the agency's office (located at 1720 Merrill Avenue, Wausau), or via phone/polycom from the main campus to the regional campuses. All services will be provided by a Master's level licensed mental health therapist.

Peaceful Solutions accepts and submits claims to most private insurance plans and medical assistance should students wish to extend services beyond three sessions. Students without insurance may be eligible for services on a sliding fee scale.

If students need personal or mental health counseling, they can contact Peaceful Solutions directly to make an appointment by calling their office at 715-675-3548. Students will be required to show their NTC ID when checking in for services. For more information, contact Peaceful Solutions or visit their website.

Peaceful Solutions
1720 Merrill Avenue Suite 300
Wausau, WI 54401
Phone: 715-675-3458
Fax: 715-675-7238
<http://www.peacefulsolutions.org/>

GUIDELINES FOR STUDENT REFERRAL

The purpose of the student referral is to identify and effectively intervene with students who are exhibiting “at risk” behaviors and/or performance. Early intervention is critical for successful student recovery and can significantly impact attrition rates. Please refer students in danger of failing a class before the mid-term of your course by using the student referral form on the faculty portal of the NTC intranet.

If a student is identified as having one or more signs of “at risk” behavior and/or performance, please communicate your concern immediately and directly to the student. If this is not successful in altering the student’s behavior, then complete the student referral form. Again, the student referral ought to be submitted early enough to allow a student ample time to address the issues necessary to be successful.

The following guidelines will assist you when students in your class start to struggle. When followed, these guidelines will enable you to take best advantage of the student referral process and can greatly enhance student success.

Who should be referred?

Any student who exhibit signs or behaviors that indicate possible academic and/or personal difficulty. Signs or behaviors may include:

- Change in behavior and/or academic performance (i.e. student had been doing well but work and/or attendance now inconsistent)
- Exhibiting emotional behavior in class (crying, becoming sullen or withdrawn)
- Expressed concern about personal and/or academic needs
- Poor attendance
- Poor academic performance

When should a student be referred?

The focus of the student referral is to assist and connect with students as early as possible. When you are concerned about a student’s attendance and/or academic performance, your first step should be to reach out to the student directly. If further resources are needed, you may refer the student using the electronic referral form. If you have serious concerns regarding a student you are encouraged to contact the various NTC resources (e.g. Tutoring, Advising Specialists, Accommodations, Minority Advising) directly.

How do I make a referral?

You can easily access the student referral form from the faculty portal on the NTC intranet. You will need to provide the student’s name, ID #, NTC e-mail and program. This information is provided on your class roster. Please answer all the questions on the form. Additional comments can be added at the end of the referral form.

What will happen after I have made the referral?

Once you have completed and submitted the referral form you will receive confirmation that the form was received. The form will be accessed by the appropriate advisor, who will contact the student.

The Role of Advisors

Academic Advising Specialists guide at-risk students' learning journey and provide case management services to individuals who have completed 6 program credits to ensure academic success and program completion. If a referred student is academically at-risk, the Advising Specialists will be the first point of contact. Students referred for personal, life management, mental health or emotional concerns will be referred to the counselor from Peaceful Solutions or other appropriate community resource. After a referral is received, an e-mail is automatically sent to both you and the student to let you know we received it. Advising Specialists reach out to students by e-mail, phone, or in-person to offer assistance. When we talk with the student, we will discuss the concern and strategies to resolve it. We may connect the student to other resources in the college or in the community. Our goal is to work cooperatively with you to ensure students' success in your courses. After attempting to contact or working with the student, we will then follow-up with the referring faculty.

The Role of the Instructor

1. Studies have shown that students who receive intervention within the first quarter of a class have higher completion and success rates.
 - a. However, intervention at anytime during the semester is encouraged.
 - b. Student Services staff encourages students to speak with their instructors *first* before becoming involved in most situations.
2. Share academic progress updates with students regularly throughout the semester.
3. If a student attends class but is not showing satisfactory progress, ask him or her to make an appointment with you to discuss your concerns.

Tips for student-instructor meetings

- a. Ask direct questions about how your student studies.
- b. Help student develop specific action steps.
- c. Be explicit about consequences and class standing.
- d. Offer to clear up any confusion related to the syllabus. Remind the student that all information necessary for succeeding in the course is available in the syllabus and that it is his or her responsibility to read and understand it.
- e. Tell them about campus resources such as basic skills help in the Learning Center, tutoring, or Student Services, which can assist them.
- f. Most of all, try not to assume the student isn't trying, but do search for gaps in their understanding of the course content.



SAFETY & SECURITY

SAFETY & SECURITY

The Campus Security Department is dedicated to providing a safe and secure learning environment for NTC students, employees and visitors. The NTC Wausau campus has Campus Security Officers on duty during campus operating hours. The Campus Security Department consists of 14 part-time officers and a full-time director. The Campus Security Office is located in room D-102 of the Wausau campus.

Contacting NTC Campus Security:

- Phone: 715.803.1111
- Campus Phone: Ext. 1111
- Text: 715.581.6010, send the message and the location of the incident
- Email: security@ntc.edu
- Submit online report: www.ntc.edu/security/submit-report.html
- In the event of an emergency, dial 911.

The Campus Security Department encourages all employees and students to report any criminal or suspicious activity.

Services and Assistance:

The Campus Security Department functions as a highly trained, and service-orientated, division of the College by continually improving and offering various assistance programs.

- Officers are trained in CPR, basic first aid and personal safety
- Assist in emergency situations
- Provide battery jump starts (signature and ID required)
- Provide campus patrol
- Complete routine safety and security inspections
- Provide personal escort services
- Respond to and make emergency notifications
- Investigate all criminal and non-criminal incidents on campus
- Manage campus parking
- Manage tobacco use on campus
- Manage lost and found

Lost and Found:

The Campus Security Department documents and maintains custody of all lost and found items. To inquire about or recover lost items, a student can stop at the Security Office on the Wausau campus in room D-102 or call 715.803.1111. If a student finds lost property, they can call security to request that an officer retrieve the property from them, or bring the property to the Campus Security Office. If a student loses or misplaces property they can report the loss by calling or stopping at the Security Office. Items are generally kept for one year.

Incident Reporting:

The Campus Security Department encourages all employees and students to report any criminal or suspicious activity to the Campus Security Office. Security personnel will document the incident and determine if local police involvement is required; however, security personnel will always notify the police if requested to do so by the student, faculty or staff member.

Location Identifiers:

All doorways at NTC are marked with the room number (e.g. C-177). In the event of an emergency, or if a student needs assistance and is unsure of where they are, they can use the room number to provide their location to Campus Security and/or Emergency Services.

Public Access to Campus Facilities:

Because NTC is a public facility, the public has free access during campus operating hours.

Operating hours are:

- Monday-Thursday, 6:00 a.m.-10:00 p.m.
- Friday, 6:00 a.m.-9:00 p.m.
- Saturday, 7:00 a.m.-5:00 p.m.
- Closed Sunday

Students will not be allowed in NTC facilities after the campuses are closed. On occasion, NTC will run late-night classes. Students attending late-night classes will be restricted to the areas of the class.

Emergency Call Boxes/Telephones:

Emergency call boxes are at the blue emergency poles around the campus. If the button is pushed it dials directly to the Marathon County Dispatch Center. They are located at the following locations:

- West end of C parking lot
- Median between the C parking lot and D entrance
- Lower A parking lot
- E parking lot

All elevators are equipped with emergency telephones.



NTC INCIDENT / OFFENSE REPORT FORM

INSTRUCTIONS: This form is for reporting incidents as listed below. Please use "Injury/Illness Report" for injuries,

Incident Date:	Incident Time:	NTC Case Number:
----------------	----------------	------------------

Incident Occurred At: (put an "x" in front of location and explain if needed)					
Wausau		Merrill		Spencer	
Antigo		Phillips		Other:	
Medford		Wittenberg		Explain:	
Room #	Parking Lot:	Other:		Explain:	

Type Of Offense: (put an "x" in front of type)					
Collision/Crashes		Vandalism		Disorderly Conduct	
Suspicious Person		Sexual Assault		Aggravated Assault	
Drug Activity		Alcohol Violation		Weapons Violation	
				Other (explain):	

Complainant:					
Name:		DOB:		Sex:	
Address:				ID#:	
City:		State:		Zip:	
Phone Number:					

Victim/Witness/Suspect:					
Name:		DOB:		Sex:	
Address:				ID#:	
City:		State:		Zip:	
Phone Number:					
Victim/Witness/Suspect:					
Name:		DOB:		Sex:	
Address:				ID#:	
City:		State:		Zip:	
Phone Number:					

Report Completed By:		
Name:		
Address:		ID#:
City:	State:	Zip:
Phone Number:		
Signature:		Date:

College Property:	Yes	No	ID#:	Approximate Value:			
Police Notification:	Yes	No	By:	Police Case #:			
Property Inventory Sheet Attached:		Yes	No	Photos Taken:	Yes	No	By:
Description of Property:							

Summary of Events:

Northcentral Technical College Injury/Illness Incident Report Form

Personal Information: To be completed with supervisor or other designated personnel.				
Date of Accident:	Time of Accident:	Shift:	Day of Week (circle one): M T W Th F Sa S	Date Reported:
Employee/Visitor/Student Name: (please circle appropriate)		People Soft ID:	Home Phone:	
Home Address:		State/Zip Code: City:		
Position:		Dept/Location of Accident:		
Date of Hire: (if applicable)		Date of Birth:	Length of Service on Job Causing Injury (if applicable):	
Supervisor, Instructor or NTC Contact Person:			Campus Location: <input type="checkbox"/> Antigo <input type="checkbox"/> Medford <input type="checkbox"/> Phillips <input type="checkbox"/> Spencer <input type="checkbox"/> Wittenberg <input type="checkbox"/> Wausau <input type="checkbox"/> (other)	
Witness(es):				

INCIDENT CLASSIFICATION To be completed by Human Resources department representative.		
Accident Resulted in: <input type="checkbox"/> Injury <input type="checkbox"/> Illness <input type="checkbox"/> Property Damage <input type="checkbox"/> First Aid <input type="checkbox"/> Medical <input type="checkbox"/> Lost Time		
Date Human Resources received Report:	Date WC-12 form sent to WC carrier:	DMI Incident Code:

Incident Information: To be completed by individual with Supervisor, Contact Person, Safety Manager or Human Resources Representative.

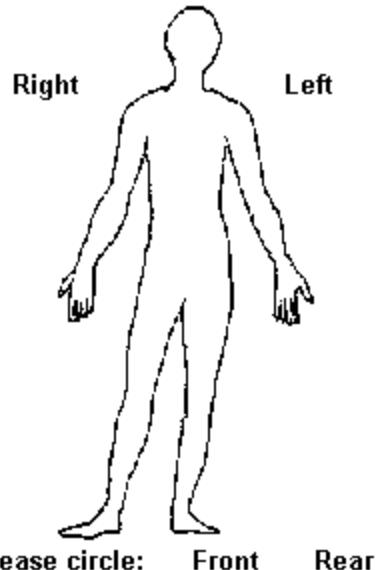
Nature of Injury:

Was the individual exposed to blood and/or body fluids due to this incident/injury? Y N (circle)
If Yes significant exposure form to be completed.

Description of Accident by employee/student/visitor: (circle appropriate)(include in description – actions taking place, equipment, etc.)

Immediate medical treatment? YES NO

Is the individual planning to visit the doctor? Yes No If so, what doctor (Name, hospital, and phone number)?



"I certify that the statements made on this form are true and accurate and I understand that the declaration of a false Worker's Compensation Claim is a violation of company policy and can lead up to and including discharge.

Employee/Student/Visitor Signature: _____ Date: _____

Witness Statement:

Witness Signature: _____ Date: _____

Address _____ Phone Number: _____

Repetitive Motion/ Material Handling Incident: Skip to next section if perceived causation of injury does not involve repetitive motion/material handling.

Indicate the frequency, weight and duration that the repetitive motion/ material handling task(s) is(are) performed:

Incident Causation Analysis: Describe hazards, unsafe condition(s), act(s), underlying cause(s), and/or failure(s). Attach any necessary documents (reports, digital pictures, etc.)

Corrective Action: List several corrective actions, note actions requiring approval of management, a date of completion for corrections and the individual responsible for approval or implementation of corrections.

Corrective Action	Completion Date	Responsibility or Approval

Investigated by: (Operations Safety Manager or other designee) **Date:**

Reviewed by: (Human Resources) **Date:**

Reviewed by: (Supervisor if applicable) **Date:**



Northcentral
TECHNICAL COLLEGE

APPENDIX

Calendars

2011-2012 Calendar

Student Planning Calendar

Payroll Calendars

Campus Maps

Central Campus Map

Center for Health Sciences Floor Plan

Main Campus Floor Plan



Northcentral
TECHNICAL COLLEGE



STUDENT PLANNING CALENDAR 2012 – 2013

SUMMER TERM 2012

First Day of Summer Classes	Monday, June 11
All Campuses Closed	Monday July 2 – Saturday, July 7
Last Day of Summer Classes	Friday, August 10

FALL TERM 2012

Fall Semester Begins	Monday, August 27
Labor Day Holiday - All Campuses Closed	September 1, 2, & 3
College In-service – All Campuses Closed	Tuesday, September 18
Thanksgiving Interim – All Campuses Closed	November 22, 23, & 24
Graduation	Saturday, December 15
Last Day of Fall Semester Classes	Tuesday, December 18
Faculty Grading Day – No Classes	Wednesday, December 19

WINTER BREAK 2012 - 2013

All Campuses Closed	December 24 – January 1
Winterim Classes Available	January 2 – 23

SPRING TERM 2013

Spring Semester Begins	Monday, January 28
College In-service – All Campuses Closed	Wednesday, February 20
Spring Break – No Classes	March 25 - 30
Spring Holiday - All Campuses Closed	Friday & Saturday, March 29 & 30
Graduation	Saturday, May 18
Last Day of Spring Classes	Thursday, May 23
Faculty Grading Day – No Classes	Friday, May 24

For more detailed information, check the **Campus Calendar** at www.ntc.edu

Important Information Regarding your Paycheck

Paychecks are received on-line, and can be accessed through the myNTC website. The login information is noted below:

To access *myNTC:

1. Go to www.ntc.edu and click on the myNTC link at the top of the page.
2. Enter your User ID (will be provided by your Supervisor) : (Enter as all capital letters)
3. Enter your Password which is the first two characters of your first name, the first two characters of your last name, and the last four digits of your Social Security Number. The character portion of the password is lowercase. (Example: Jane Smith SS# 398-98-1234, password would be: jasm1234)
4. Your myNTC password is independent of your Windows and PeopleSoft passwords; changing one does not affect the others.
5. If you do not know your password click on the link "Visit NTC's Employee Home Page". Click on the option "Reset Employee Password".
6. After logging into myNTC you will see the new Employee Center which provides Payroll and Human Resources online services. If you are an instructor and have multiple tabs in myNTC, first click on the Employee Center tab.
7. In the Employee Center you can click on the Employee Center "Reference Guide" to review instructions or go directly to your paycheck list by clicking on "View Paycheck".

If you are unable to login or have other technical issues, contact the Help Desk at 715-803-1160 or help_desk@ntc.edu. If you have questions regarding your paycheck, please contact either Lynn Myszka (myszka@ntc.edu, 715-803-1042) or Lynette Lehman (lehman@ntc.edu, 715-803-1063).

Human Resources Department

Please note that any adjunct faculty member who has not been paid from NTC in two years will be inactivated in the system. An inactivated employee will need to recomplete the appropriate paperwork upon rehire.



2012 PAYROLL SCHEDULE

~ 2012 ~		Su	M	T	W	Th	F	Sa	~ 2012 ~		Su	M	T	W	Th	F	Sa
		1	2	3	4	5	6	7			1	2	3	4	5	6	7
January		8	9	10	11	12	13	14	July		8	9	10	11	12	13	14
		15	16	17	18	19	20	21			15	16	17	18	19	20	21
		22	23	24	25	26	27	28			22	23	24	25	26	27	28
		29	30	31							29	30	31				
February		5	6	7	8	9	10	11	August		5	6	7	8	9	10	11
		12	13	14	15	16	17	18			12	13	14	15	16	17	18
		19	20	21	22	23	24	25			19	20	21	22	23	24	25
		26	27	28	29						26	27	28	29	30	31	
March		4	5	6	7	8	9	10	September		2	3	4	5	6	7	8
		11	12	13	14	15	16	17			9	10	11	12	13	14	15
		18	19	20	21	22	23	24			16	17	18	19	20	21	22
		25	26	27	28	29	30	31			23	24	25	26	27	28	29
April		1	2	3	4	5	6	7	October		2	3	4	5	6	7	8
		8	9	10	11	12	13	14			7	8	9	10	11	12	13
		15	16	17	18	19	20	21			14	15	16	17	18	19	20
		22	23	24	25	26	27	28			21	22	23	24	25	26	27
		29	30								28	29	30	31			
May		6	7	8	9	10	11	12	November		4	5	6	7	8	9	10
		13	14	15	16	17	18	19			11	12	13	14	15	16	17
		20	21	22	23	24	25	26			18	19	20	21	22	23	24
		27	28	29	30	31					25	26	27	28	29	30	
June		3	4	5	6	7	8	9	December		2	3	4	5	6	7	8
		10	11	12	13	14	15	16			9	10	11	12	13	14	15
		17	18	19	20	21	22	23			16	17	18	19	20	21	22
		24	25	26	27	28	29	30			23	24	25	26	27	28	29
											30	31					

= Time Sheets due in HR/Payroll = Pay Date

**ALL TIME SHEETS AND OTHER PAYROLL INFORMATION ARE DUE IN HUMAN
RESOURCES/PAYROLL BEFORE THE END OF THE DAY ON THE DUE DATE**

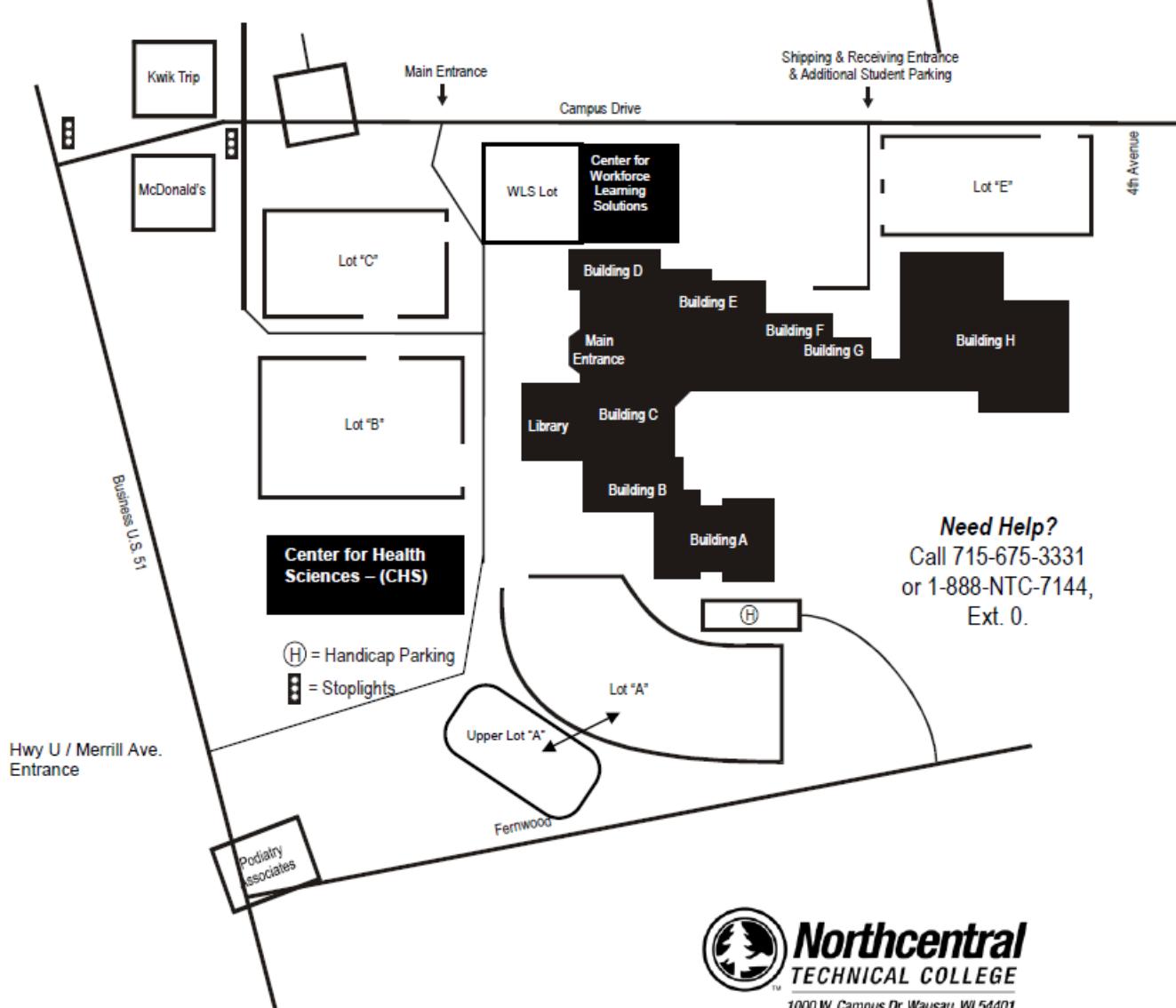
Please note that any adjunct faculty member who has not been paid from NTC in two years will be inactivated in the system. An inactivated employee will need to recomplete the appropriate paperwork upon rehire.

Welcome to Northcentral Technical College

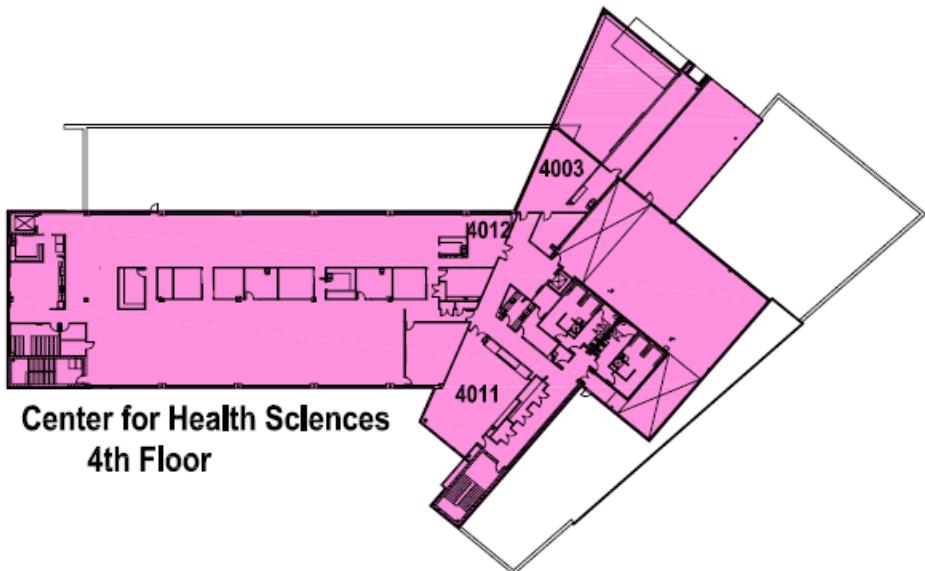
Central Campus - Wausau

Building Codes

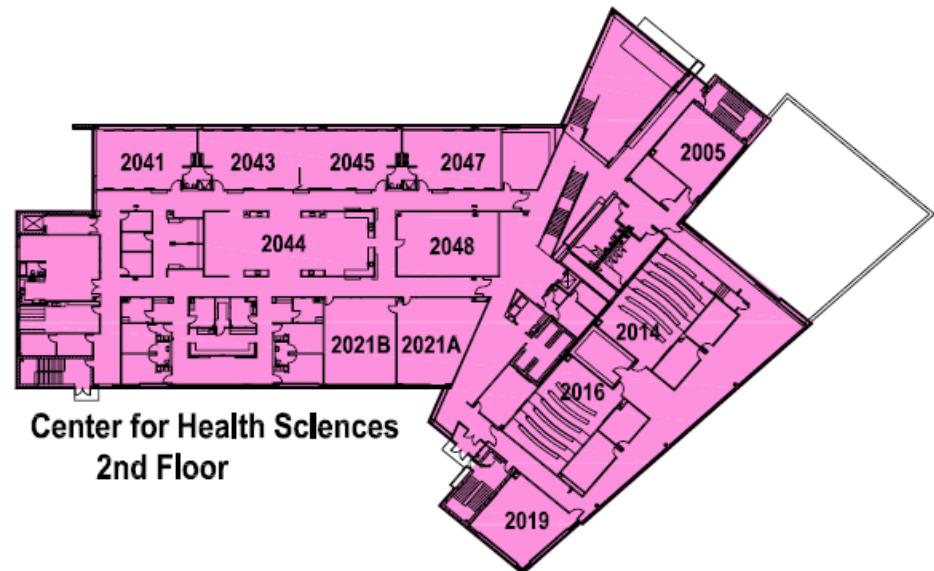
Building A – Learning Center, TriO, Business Division, General Studies Division, Alternative High School, K-12
Building B – Finance
Building C – Administrative Offices, Student Services (Admissions, Financial Aid, Records and Registration), Cashier’s Office, Testing Center, ISIT, Educational Support Services, Library, Continuous Improvement, Grants, Organizational Development
Building D – Agriculture & Community Services Division, Caroline S. Mark Center, Public Safety Division, Bookstore, Student Life
Building E – Cyber Café, Hoyt Student Center, Cafeteria, E101-102 Meeting Rooms
Building F – Technical & Trades Division
Building G – Facilities & Maintenance
Building H – Technical & Trades Division
Center for Health Sciences – Dental Clinic, Auditorium, Health Programs, NTC Foundation
Center for Workforce Learning Solutions – Workforce Learning Solutions, Marketing & Public Relations



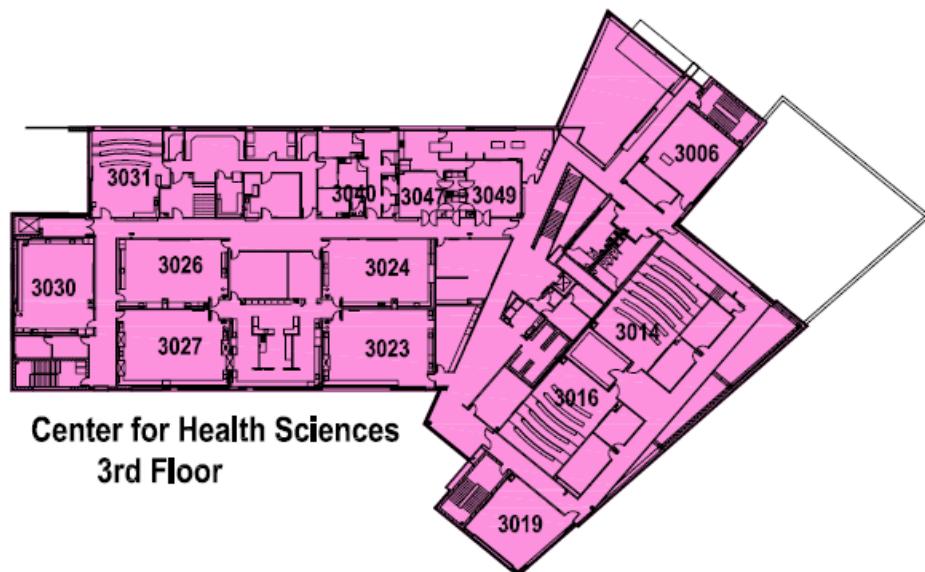
NTC provides equal opportunity in education and employment.



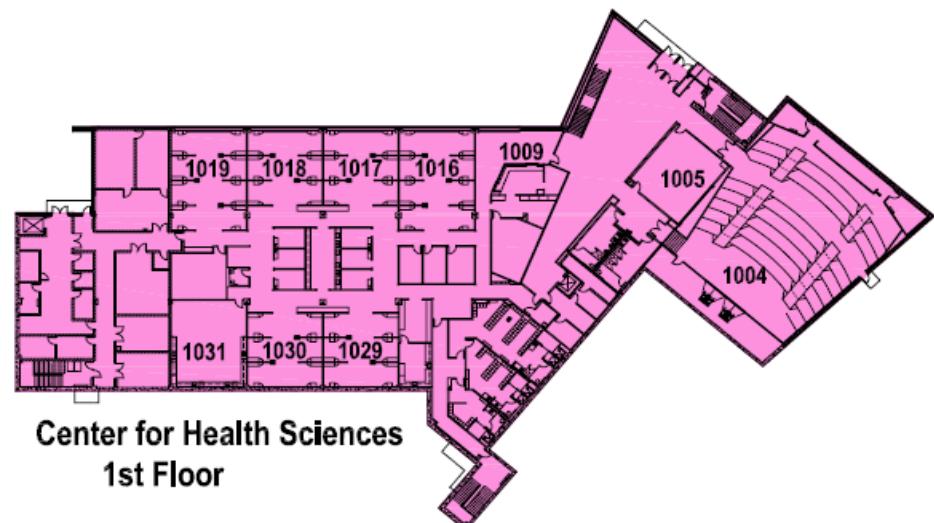
Center for Health Sciences
4th Floor



Center for Health Sciences
2nd Floor



Center for Health Sciences
3rd Floor



Center for Health Sciences
1st Floor

