Welcome! The Disability Services Office at Western Nebraska Community College works to ensure students who experience disability have an equal opportunity to participate in educational and co-curricular offerings. We do this by Facilitating the Accommodation Process through an individualized student-centered approach and promoting Best Practices through collaboration and engagement within the community.

This Transition Guide is designed to meet the needs of WNCC students enrolled in on campus classes, online learning courses, and students enrolled in both online learning and on campus courses.
ROLE & PURPOSE OF DISABILITY SERVICES

The Disabilities Services Office is available to

- Problem solve issues relative to disability access,
- Provide equal access for individuals with disabilities.
- Facilitate the development of reasonable accommodations for students
- Provide services and accommodations to qualified students with disabilities
- Serve in an advisory and supportive capacity to faculty and staff.

The Vice President of Student Services has designated Norm Stephenson to serve as the Disability Services Officer (DSO). As DSO he meets in person, by phone, email or other electronic media, such as SKYPE or Blackboard Collaborate, with students with disabilities to verify eligibility for specific academic adjustments referred to in this guide as accommodations. His office is located in the main building on the Scottsbluff campus, in room G152 (The CAVE). He is available to meet individually with a student in person at any of our campuses, by phone, by SKYPE or Blackboard Collaborate. Call or email him to set up an appointment (308.635.6090 or 308.635.6050 or stephens@wncc.edu ). Many of those adjustments are then coordinated by staff both within Disability Services (DS) and across WNCC (Educational Services, On-line Learning, or Student Services).
WHAT DOES THE LAW REQUIRE?

Section 504 of the Rehabilitation Act of 1973
Congress passed Section 504 of the Rehabilitation Act in 1973. It is considered the first “civil rights” legislation for persons with disabilities on the national level. It is designed to prevent discrimination against individuals with disabilities and provides that:

No otherwise qualified individual with a disability in the United States… shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance…

The Americans with Disabilities Act
The Americans with Disabilities Act (ADA) was signed into law in July 1990. It is patterned after Section 504 but it extends the civil rights protections of Section 504 to persons with disabilities in private sector employment, all public services, transportation and telecommunications.
CONFIDENTIALITY AND RECORDS

Western Nebraska Community College employees have an obligation to maintain confidentiality regarding a student's disability. To that end, the Disability Services Officer (DSO) will provide information to Western Nebraska Community College staff and faculty only when necessary in evaluating and/or facilitating accommodations, auxiliary aids and/or services. Except where permitted by applicable law, disability information will not be shared with non-Western Nebraska Community College employees without the student's express written permission. Students' files, containing disability documentation and a record of accommodations requested will be maintained with all appropriate privacy and confidentiality as required by law. Such information will be shared with institutional personnel only as necessary to insure access to services and support, and will not be released to agencies/individuals outside the institution without written authorization from the student.
GLOSSARY OF TERMS

A Person with a Disability is someone with a physical or mental impairment that substantially limits one or more major life activities.

Physical Impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitor-urinary, hemi, and lymphatic, skin and endocrine;

Mental Impairment means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and traumatic brain injuries.

Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Substantially Limits means unable to perform a major life activity, or is significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people; the availability of some mitigating measure (such as a hearing aid) is not to be considered when determining if the disability substantially limits the individual;

Major Life Activity means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing learning, and working;

Individuals Who Are Current Illegal Users of Drugs are not protected under the ADA; however, addiction is considered a disability. Therefore, a person who is addicted to drugs but is not actively using drugs is considered a person with a disability and is protected by law.

Qualified individual with a disability: “An individual with a disability who, with or without reasonable modifications, meets the essential eligibility requirements (e.g., any academic and/or technical standards required for admission or participation in the educational program or activity) for the receipt of services or the participation in programs or activities provided by a public entity”.

An accommodation is an adaptation, designed to help the student display knowledge around the learning barriers caused by the disability.

Auxiliary Aids and Services may include but are not limited to note-takers, readers, braille or large print materials, and mobility training for students with visual impairments; sign language interpreters, real time captioning, and note-takers for students who are deaf or hearing impaired; and typists and scribes for students with manual impairments. (This is not an exhaustive list.) Devices or services of a personal nature such as personal attendants, individually prescribed devices, or readers for personal use or study are not provided.

Service Animals
The mandate to make reasonable modifications in policies includes the general necessity of altering existing rules to allow for the presence of service animals. A service animal is a dog that is individually trained to work or perform tasks for the benefit of an individual with a disability. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability.
Differences Between High School and College

Although these differences primarily apply to on campus students, many of these differences are applicable to the online learner as well.

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>College</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Services are provided under IDEA or Section 504.</td>
<td>Services provided under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.</td>
</tr>
<tr>
<td>School district responsible for identifying &amp; evaluating disability at no cost to the student or family.</td>
<td>Student must self-identify &amp; provide documentation of disability. Student must pay cost of evaluation. College responsible for most, but not all costs involved in providing accommodations and/or essential auxiliary aids based on documentation of disability.</td>
</tr>
<tr>
<td>Instruction more experiential. Student learns by doing and experiencing.</td>
<td>Instruction often provided via lecture or in an online learning environment. Lecture and online learning may cover different information than textbook. Faculty members rarely suggest ways to learn material. Effective reading comprehension skills more important. Fewer visual and study aids. Identifying main ideas more important. Effective communication skills more important. Student must independently seek additional and supplementary resources and information. Student must initiate requests for help. Paying attention in class more important. Student needs to self-monitor progress. Studying much more important.</td>
</tr>
<tr>
<td>Most classes meet every day.</td>
<td>Courses meet less often. Online learning can occur 24/7. Much less direct faculty member contact. Less time in the classroom. In the case of online learning the coursework is more self-directed.</td>
</tr>
<tr>
<td>Tasks more structured. Step-by-step instructions given. Grades based on a variety of activities.</td>
<td>Tasks less structured. Student held responsible for developing a method to complete tasks. Grades based on fewer tasks or larger projects. Harder work required for earning a grade of A or B. Simple completion of an assignment often earns a grade of C or lower. Term grades sometimes based on two or three test scores. Student progress usually not monitored by faculty members. More major writing assignments. Students must be flexible and learn at a pace established by the faculty members.</td>
</tr>
<tr>
<td>Fewer responsibilities. Career decisions not expected. Student assisted with decisions.</td>
<td>More independent living (car, insurance, gas, etc). Student expected to know career goal. Increased number of decisions. Student expected to make independent decisions.</td>
</tr>
<tr>
<td>Limits set for student by parents and teachers.</td>
<td>More self-evaluation and monitoring required.</td>
</tr>
<tr>
<td>More independent reading and studying required.</td>
<td>Student more responsible for managing time commitments.</td>
</tr>
<tr>
<td>Student establishes and attains own goals.</td>
<td>Student determines when they need help.</td>
</tr>
<tr>
<td>Interest in learning generated by student.</td>
<td>Motivation to succeed generated by student.</td>
</tr>
<tr>
<td>Attendance and progress well monitored.</td>
<td>Student responsible for attendance and awareness of progress or lack thereof.</td>
</tr>
<tr>
<td>Student’s time structured by home and school.</td>
<td>Student manages own time.</td>
</tr>
<tr>
<td>Special education teacher liaison between student, other teachers, administrators and parents.</td>
<td>Student responsible for self-advocacy.</td>
</tr>
<tr>
<td>Help is readily available.</td>
<td>Student must independently seek help using effective communication skills.</td>
</tr>
<tr>
<td>Student need not seek out help.</td>
<td></td>
</tr>
<tr>
<td>Students labeled as “special education”.</td>
<td>Student not labeled or served separately from other students.</td>
</tr>
<tr>
<td>Student possibly served separately from other students.</td>
<td>Other students and faculty will not know about student’s disability unless the student elects to reveal such information</td>
</tr>
<tr>
<td>Personnel talk freely with parent about student progress and planning.</td>
<td>Faculty only notified of required accommodations.</td>
</tr>
<tr>
<td>Personnel cannot discuss student without student’s written permission.</td>
<td></td>
</tr>
<tr>
<td>Lighter workload, slower pace, less stress.</td>
<td>Increased workload and faster pace, more stress.</td>
</tr>
</tbody>
</table>

Adapted from St. Louis Community College and Central Virginia Community College compiled from:
Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schuls, Innovation Abstracts (vol. X No. 21; Sept 30, 1988) National Institute for Staff & Organizational Development; the University of Texas, Austin, Texas 78712.
SHOULD I DISCLOSE MY DISABILITY?

You are never required to disclose your disability, but you may choose to disclose your disability in order to request reasonable accommodations. The Disability Services Officer is the individual designated by the college who determines which accommodations are appropriate for each student’s needs. He gives primary consideration to specific accommodation requests based on your documentation of a disability and past experience with using the accommodation. In some situations, you may request an accommodation you have never used before. This may occur in cases where the accommodations were not available in your previous education setting, or you may not have attended an educational institution since being diagnosed with a disability.
HOW DO I REQUEST ACCOMMODATIONS?

Following are the steps to request accommodations from Western Nebraska Community College for on campus, online and students enrolled in both on campus and online learning courses:

1. Be accepted for admission to Western Nebraska Community College.

2. You will need to have taken the E-Compass test to help determine your courses. To make arrangements to take the E-Compass, contact Norm Stephenson, Disabilities Services Officer at 308.635.6090 or 308.635.6050 or at stephens@wncc.edu.

3. To request accommodations, print out and complete the “Request for Accommodations, Auxiliary Aids and/or Services Form” found online at www.wncc.edu/students/disability_services/accommodation_form.pdf and in this Transition Guide on page 7-8. After completing the form, return it by mail, fax or email it as an attachment to Norm Stephenson, Disability Services Officer, Western Nebraska Community College, 1601 East 27th Street, Scottsbluff, NE 69361; fax (308.635.6732), email stephens@wncc.edu.

4. Contact Norm Stephenson, Disability Services Officer at 308.635.6090 or 308.635.6050, stephens@wncc.edu to schedule an appointment by phone (308.635.6090 or 308.635.6050), in person (Room G152 CAVE), or electronic media (SKYPE or Blackboard Collaborate).

5. Provide the Disability Services Officer with documentation of your disability by sending it by mail, fax or emailed as an attachment to Norm Stephenson, Disability Services Officer, Western Nebraska Community College, 1601 East 27th Street, Scottsbluff, NE 69361; fax (308.635.6732), email stephens@wncc.edu. (see page 9 below for details)

6. Reasonable accommodations, auxiliary aids and/or services and/or modifications to academic requirements are determined following an individualized assessment of each request and discussion with the Disabilities Services Officer. Among the factors considered in determining reasonable accommodations, auxiliary aids and/or services and/or modifications of academic requirements for students are:
   a) The nature of the student's disability.
   b) Accommodations, auxiliary aids and/or services that have worked for that student in the past.
   c) Whether the requested accommodations, auxiliary aids and/or services will allow the student effectively to access and participate in the course or program.
   d) Whether the requested accommodation, auxiliary aids and/or services and/or modifications of academic requirements will alter the essential requirements of the course or program.

Western Nebraska Community College is not required to alter or modify a course or program to the extent that it changes the fundamental nature of that course or program. Although most auxiliary aids and services are decided upon and provided by the Disabilities Services Officer, accommodation decisions are often made in collaboration with program/school administrators and relevant faculty. Modifications of Academic Requirements are always made in collaboration with Educational Services. Recommendations made by the Disability Services Officer are not implemented until this collaboration has occurred.

7. Once a determination has been made that you are eligible for reasonable accommodations, you will receive an “Eligible Academic Accommodation” (EAA) letter that you will need to discuss with your faculty member for each course you intend to request accommodations in. Each of your faculty members will have an advance copy of the EAA letter. It will be your responsibility to contact the faculty member in person, by phone or email to set up an Implementation Conference to discuss your needs and the accommodations you are eligible for. The Implementation Conference can be in person, by phone, email, SKYPE or Blackboard Collaborate.
ELIGIBLE ACADEMIC ACCOMMODATION (EAA) LETTER

The “Eligible Academic Accommodation Letter” (EAA Letter) is sent to the student each term verifying the disability and the accommodations the student is eligible for. It will suggest appropriate academic adjustments (accommodations) in the courses that the student is eligible to receive. Students must request an updated EAA Letter from the Disability Services Office at the start of each term. Each term the student then must have an Implementation Conference with their faculty members in order to activate the EAA Letter in each course each term. An advance copy of the “Eligible Academic Accommodation Letter” (EAA Letter) will be copied to the faculty member, the Assistant Dean of Instruction, and when applicable to the Director of Online Learning, and/or the Branch Campus Student Services Coordinator each term.
LATE IDENTIFICATION

A student who chooses to identify a disability after the beginning of the semester may experience a delay in receiving timely accommodations. This is in no way a reflection of the intent of the Disability Services Office, but simply the inability to respond in a reasonably timely manner. **Note:** Western Nebraska Community College is not required to provide accommodations to students who have failed to self-identify and have not provided documentation of disability.
DISABILITY SERVICES
Request for Accommodations, Auxiliary Aids, and/or Services

This form is considered an official request for consideration of reasonable accommodations and should be submitted to the Disabilities Services Officer at least fourteen (14) business days before the beginning of the academic semester in which the accommodations are needed or as soon as the need arises. Documentation of the disability supporting the request for accommodations must also be submitted. Return by mail, fax or email as an attachment to Norm Stephenson, Disability Services Officer (DSO), Western Nebraska Community College1601 East 27th Street, Scottsbluff, NE 69361; fax 308.635.6732, email stephens@wncc.edu.

You must request accommodations for each semester that they are needed. Returning Students with an Initial Request for Accommodations on file in the Disabilities Services Office will need to make an appointment with the DSO to discuss current needs.

To qualify for accommodation under the Americans with Disabilities Act (ADA), an individual must be a person who has a physical or mental impairment that significantly limits or restricts a major life activity such as hearing, seeing, speaking, walking, breathing, performing manual tasks, caring for oneself, learning, or working. An individual with a disability must also be able to meet the requisite technical and academic standards, considered “otherwise qualified,” to be admitted to the WNCC programs of study.

STUDENT NAME:_________________________________________________ 
Street Address:_________________________City_______________,State____________ ZIP:_________________
Home Phone:______________________Cell Phone:_________________E-mail Address:________________________
Academic Program:______________________________
Disability or disabling condition:______________________________

Choose ONE Semester:

☑ Summer 20   ☐ Fall 20   ☐ Spring 20

Campus:

☑ Alliance   ☐ Scottsbluff   ☐ Sidney   ☐ Online Only

I am requesting the following services, accommodations, and/or auxiliary aids for this semester:

<table>
<thead>
<tr>
<th>Testing:</th>
<th>Textbooks:</th>
<th>Class Handouts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Extended Time</td>
<td>☐ Audio</td>
<td>☐ Audio</td>
</tr>
<tr>
<td>☐ Test Reader</td>
<td>☐ Braille</td>
<td>☐ Braille</td>
</tr>
<tr>
<td>☐ Test Writer/Scribe</td>
<td>☐ E-Text</td>
<td>☐ E-Text</td>
</tr>
<tr>
<td>☐ Distraction Reduced Environment</td>
<td>☐ Enlarged Print</td>
<td>☐ Enlarged Print</td>
</tr>
<tr>
<td>☐ Alternative Format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Individual Area</td>
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</tbody>
</table>

Classroom:

| ☐ Note taker | | |
| ☐ Recording Device | | |
| ☐ Do you have your own recorder? ☐ Yes ☐ No | | |
| ☐ Typist/Transcription | | |
| ☐ Sign Language Interpreter | | |
| ☐ Physically accessible location/Lab Station | | |

Other:

| ☐ Priority Registration | | |
| ☐ | | |

Alternative Format:

Do you have your own MP3 Player? ☐ Yes ☐ No

Adaptive Computer Equipment:_________________________________________________

Other:_________________________________________________
**Item(s) / Equipment:** (adj. table, adj. chair, assistive listening device, assistive technology, ergonomic keyboard, etc.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Course</th>
<th>Location</th>
<th>Height/Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*In your own words, describe your physical, mental, or learning disability.*
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. (a) How does your disability affect your ability to interact in a classroom setting or online?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(b) How does your disability interfere with your ability to successfully complete assignments, projects or exams?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What accommodations will you need to perform successfully in the classroom or online?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Signature______________________________________________________ Date ___________________

**Statement of Confidentiality.**
Western Nebraska Community College employees have an obligation to maintain confidentiality regarding a student’s disability. To that end, the Dean of Student Services or designee will provide information to Western Nebraska Community College staff and faculty only when necessary in evaluating and/or facilitating accommodations, auxiliary aids and/or services. Except where permitted by law, disability information will not be shared with non-Western Nebraska Community College employees without the student’s express written permission.

**Accessibility Statement**
Western Nebraska Community College seeks to make all programs and services, including electronic and information technology, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the College provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the College. Individuals with disabilities should contact the College’s Disability Services Officer, Norman Stephenson, at stephens@wncc.edu or 308.635.6190 for assistance.
DOCUMENTATION OF DISABILITY

“A student requesting reasonable accommodation(s) is responsible for providing documentation that clearly identifies the disability and provides sufficient information regarding the manifestations of this disability to permit the institution to make a determination as to whether the requested adjustments are appropriate.”


Documentation should:
- Provide a current understanding of the individual’s functioning
- Be descriptive of the extent/severity of the impairment
- Be descriptive of the functional impact of the disability
- Supportive of the need for specific accommodations

Examples of Acceptable Documentation of Disabilities:

<table>
<thead>
<tr>
<th>Health Disability</th>
<th>Physician’s Verification and Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthopedic Disability</td>
<td>Physician’s Verification and Diagnosis</td>
</tr>
<tr>
<td>Visual Disability</td>
<td>Ocular report from Qualified Health Care</td>
</tr>
<tr>
<td>Hearing Disability</td>
<td>Audiology report from Qualified Health Care Provider</td>
</tr>
<tr>
<td>Psychiatric Disability</td>
<td>Qualified Mental Health Professional’s certification and diagnosis preferably within the last year</td>
</tr>
</tbody>
</table>
| Learning Disability        | 1. Diagnosis by a qualified professional typically within the last three (3) years.
  2. Assessment information, including: Diagnostic Interview; Intellectual Assessment (use of adult norms is preferred); Academic Achievement Levels; Standard Scores or Percentiles should be reported for all normal measures; Specific Diagnosis; Clinical Summary indicating substantial limitations to learning or other major life activities; and Prior Accommodations used
  3. Recommendation and rationale for accommodations

NOTE: A school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. Sufficient documentation is typically included in the Multidisciplinary Team Report (MDT) or a Psychological Evaluation.

| Attention Deficit Disorder | 1. Provision by a qualified professional, typically within the past three (3) years
2. Historical record
3. Assessment information, including: Evidence of early impairment which, by definition in the Diagnostic and Statistical Manual of Mental Disorders (4th Edition) (DSM-IV) is first exhibited in childhood and manifests itself in more than one setting: Diagnostic Interview; Relevant testing using reliable, valid, standardized, and age-appropriate (usually adult) assessments and norms, number of applicable DSM-IV criteria and descriptions of how they impair the individual, specific diagnosis; and Effect of Medications on symptoms
4. Clinical summary including how the effects of ADD/ADHD are mediated by the recommended accommodations. |
<table>
<thead>
<tr>
<th>COMMON TYPES OF ACCOMMODATIONS/SERVICES AVAILABLE</th>
<th>Examples of Accommodations NOT required of WNCC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extended time on tests</td>
<td>• Provision of attendants for personal care and use.</td>
</tr>
<tr>
<td>• Minimal distraction testing environment</td>
<td>• Provision of Individually prescribed devices (eyeglasses, wheelchairs, hearing aids, home computers, guide dogs, etc.).</td>
</tr>
<tr>
<td>• Text books on CD</td>
<td>• Readers for personal use or study.</td>
</tr>
<tr>
<td>• Interpreter</td>
<td>• Transportation services.</td>
</tr>
<tr>
<td>• Scribe</td>
<td>• Testing to determine a disability.</td>
</tr>
<tr>
<td>• Reader</td>
<td>• Accommodations to individuals who miss so much class time or participation in the case of online learning, that they do not meet the essential requirement of attendance or participation.</td>
</tr>
<tr>
<td>• Preferential seating</td>
<td></td>
</tr>
<tr>
<td>• Recorded lectures</td>
<td></td>
</tr>
<tr>
<td>• Enlarged print</td>
<td></td>
</tr>
<tr>
<td>• Strategy development</td>
<td></td>
</tr>
<tr>
<td>• Rehabilitation Agency liaison</td>
<td></td>
</tr>
<tr>
<td>• Individual support</td>
<td></td>
</tr>
<tr>
<td>• Handicap parking</td>
<td></td>
</tr>
</tbody>
</table>
ACCOMMODATIONS FOR TAKING THE E-COMPASS PLACEMENT TEST

WNCC uses the E-COMPASS Placement test.

- Computer test
- All multiple choice
- Calculators are allowed
- Scratch paper and pencils are allowed.
- A practice test is available.
- Test in the Testing Center

If you need additional time it may be granted on case by case basis for extenuating circumstances (i.e. need for a scribe) you must get approved by the Disability Services Office and your documentation must support the need. Extended time is time and a half; or double time; unlimited time is not an option. If you take the E-COMPASS test and do not score into the level you hoped for you will need to wait 90 days to take the test again. Students will need to make arrangements for the testing location nearest them to take the E-Compass. Call or email the Disabilities Services Officer, Norm Stephenson to make these arrangements at 308.635.6090 or 308.635.6050 or stephens@wncc.edu.
STUDENT RIGHTS AND RESPONSIBILITIES

Colleges have an obligation under the Americans with Disabilities Act (ADA) to provide qualified students with disabilities access to their programs and services. Institutions also have an obligation to provide reasonable accommodations. HOWEVER, students also have equal, if not greater, responsibilities to be partners with educational institutions in meeting their needs.

The qualified student has the responsibility to:
- Be a self advocate for his/her needs.
- Formally request Accommodations with the Disability Services Office and follow the procedures.
- Provide current documentation.
- Discuss accommodation needs with disability services officer.
- Discuss the Eligible Academic Accommodation letter with faculty members in the courses you desire the accommodations during an Implementation Conference.
- Communicate with faculty and the Disability Services Officer as needed.

A student has the right to:
- Not be discriminated or retaliated against because he/she has a disability.
- Participate in and enjoy the educational programs and services offered by the institution the student has chosen to enroll, attend and participate in.
- Appropriate accommodations.
- Have information about his/her disability kept confidential.
- Expect that other departments of the College will work cooperatively with the disability services office and the student in providing accommodations and addressing legitimate needs.
- Choose not to self-identify with disability services or request accommodations.
FACULTY RESPONSIBILITIES

Each member of the faculty plays an important role in the implementation of accommodations to students with disabilities. Although providing reasonable accommodations are not negotiable; the way the accommodations are provided may be negotiable, and in keeping with that role . . .

Faculty has the right to:

• Expect students with disabilities to actively participate in the course. For on campus students abide by attendance and participation requirements and for online learners to meet participation requirements.
• Expect students to observe the code of conduct.
• Expect that students will adhere to the academic integrity policy.
• Determine the curricula for their courses.
• Determine student progress and assign grades.
• Provide input regarding the accommodations employed in their courses.
• Question accommodations that would fundamentally alter the academic standards or compromise the mastery of essential competencies.
• Receive a letter of notification about accommodations (known as the EAA Letter) a student is entitled to receive.
• Provide timely notification of specific needs.

Faculty has the responsibility to:

• Provide an atmosphere in which all students can learn course material.
• Include a Reasonable Accommodation statement on the syllabus for each course taught
• Provide accommodations in a fair and timely manner.
• Contact the Disability Services Office with questions or suggestions regarding the appropriateness of an accommodation.
• Grade students based on their performance, without counting off for reasonable accommodation.
• Make academic adjustments in instruction as appropriate.
• If Internet resources and other technologies are used, then these resources must also be as accessible to students with disabilities as they are for other students.
• To participate in the implementation planning by meeting by in person, by phone or in the case of online learners through other electronic media with the student for an Implementation Conference.
GUIDELINES FOR COMMUNICATING WITH FACULTY MEMBERS

- Call or email your faculty members as soon as you receive the “Eligible Academic Accommodations Letter” in order to discuss the eligible academic accommodations you want to implement in your course. You need to meet in person, by phone, email, SKYPE or Blackboard Collaborate with your faculty member for an “Implementation Conference”. Your faculty member will have an advance copy of your “Eligible Academic Accommodations Letter”, so will be expecting your call.

- If you have questions or concerns about the course or your performance, make an appointment to speak to them during your faculty member’s office hours. Be punctual for the appointment (whether the appointment is in person, phone, or through an electronic media such as SKYPE or Blackboard Collaborate and address your faculty member with courtesy. E-mail your faculty members if you have questions that are less complex.

- Faculty members have different policies for exams, due dates, and attendance. It is your responsibility to study each faculty member’s syllabus. Adhering to your faculty members’ policies will benefit you.

- E-mail your faculty members in advance if you need to be absent from /or if you are on online learner there will be a period of time you will not be participating your course.

- Be ready to problem solve with your faculty member. If any conflicts arise, devise potential solutions to propose to your faculty member.

- Contact your Disability Services Officer, Norm Stephenson if your need support or practice in talking with a faculty member.
ADVOCATING FOR YOURSELF

Communicating your needs effectively involves a number of factors. Students with disabilities who succeed in college generally possess the following characteristics:

- Ability to articulate one’s talent and abilities clearly
- Knowledge of the nature of one’s disability, and the kinds of teaching strategies, tools, and services which best help one compensate
- Ability to explain both talents and needed compensatory strategies, clearly and frankly to others
- Maturity and initiative to assume the greater share of one’s own advocacy
- Adherence to effective, routine study habits to whatever degree is necessary for success
- Initiative to seek assistance for academic and other problems as appropriate
- Acceptance of the idea that it may take longer to graduate than one’s friends, and that he/she may have to study harder than friends do.
- Recognition of the concept that postsecondary education is meant to be a challenge and that temporary frustrations are a part of the normal growth process.
- Regular, frequent communications with parents, friends, faculty members, academic advisors and support service personnel are all part of taking responsibility for one’s ultimate success

It has also been observed that the college-level student with a disability must be self-reliant and able to cope with ever-changing challenges of daily living. Students with disabilities who have come to rely heavily on both parents and teachers to direct them and manage their lives may have difficulty adjusting to the demands of college. Thus, as a student, the task is to find ways to work with the chosen institution that will permit the student to stretch and develop talents, interests, and abilities while at the same time being respectful and supportive of needs.

ONLINE LEARNING READINESS

Is Online Learning for you?

Trying to decide if you would do well as an online learner? It’s not always an easy decision.

Online courses require a lot of commitment because all participants must set aside time to meet "contact time" requirements. Lectures often require students to read and write all "in-class" communication. Some lectures are delivered live through our Blackboard Collaborate system in a web-conference setting.

Online students are typically able to decide when to work on an online course during the week, but will still have due dates and schedules to follow. Online courses are not easier or quicker than attending courses on-campus.

We have developed a couple of short printable surveys to help you to determine if you have the computer and study skills that lead to online success. Please visit the following links, print the information and contact your faculty advisor or someone in our office to discuss your results: Is Online Learning Right for Me? and/or Online Learning and Students with Disabilities

Recommended Computer Skills:

- ability to navigate through files and directories;
- ability to save a file to a specific drive and folder;
- ability to recognize file extensions and common file types (for example: .doc, .rtf, .puff);
- ability to create, save, edit, and rename documents;
- ability to close, minimize, and quit a computer program;

Recommended Word Processing Skills:

- ability to create and save a new file, or download, save, and open a file that is part of an assignment;
- ability to type and edit text on a screen or in a document;
- ability to change text format/style;
- ability to set margins, spacing, and tabs;
- ability to check spelling, grammar, and word usage;
- ability to print a document;
- ability to save in alternate formats, for example .rtf or .txt;

Recommended Internet/Web Skills:

- ability to connect to an Internet Service Provider;
- ability to visit a designated URL (web address);
- ability to use basic internet browser functions;
- ability to set margins, spacing, and tabs;
- ability to search for resources on the web;
- ability to bookmark information on the web;
- ability to refresh the browser cache;
INTRODUCTION TO ONLINE LEARNING

If you would like to start small to see if online learning is right for you, please consider enrolling in our one-credit/eight week "Introduction to Online Learning" course. This course is taught by the Online Learning and Services staff and will introduce you to the pace, format, and study skills vital to online success. Many of our faculty members prefer that their online students have already completed Introduction to Online before beginning a fully online, three-credit course.

Students leave Intro to Online feeling confident about their readiness for online success--or sometimes it helps them to realize that they are the type of learner who really needs to be in an on-campus classroom in order to stay on track. It's a great place to start exploring the world of online learning!
IS ONLINE LEARNING RIGHT FOR ME?
WNCC Online Learning and Services online.wncc.edu
online@wncc.edu 308.635.6175 / 308.635.6395

General considerations:

1. How do you feel about becoming an online learner?
   A. Excited and motivated
   B. Curious and open-minded
   C. Uncomfortable and hesitant

2. How do you handle written instructions?
   A. I read them carefully before proceeding
   B. I skim for general ideas and proceed
   C. I rarely read instructions

3. Rate your reading ability:
   A. I feel I am an excellent reader and enjoy reading
   B. I usually understand what I've read, but I sometimes need to re-read for clarification
   C. Reading is difficult for me

4. How do you best understand new information?
   A. By sharing or using what I’m learning about
   B. By listening to a lecture and taking notes
   C. By being in the same room with someone who can explain it to me

5. Rate your time management skills:
   A. Excellent – I almost always complete activities before the due date
   B. Pretty good – I usually complete activities by the due date
   C. Poor – I tend to procrastinate and am often late with my work

6. How important is face-to-face communication?
   A. I feel comfortable communicating via written words and do not require face-to-face communication
   B. Face-to-face communication is important to me, but not essential for my success
   C. I need to communicate in-person to do well

7. How much time do you have available for online study?
   A. More than enough time
   B. The same time as required for an on-campus class
   C. Less time than required for an on-campus class

Technical Considerations:

1. Do you have access to a computer with an internet connection?
   A. I have a computer with a high-speed internet connection at home
   B. I have a computer at home, but I do not have a high-speed internet connection
   C. I do not have a computer in my home

2. Rate your word processing skills:
   A. High – I am very comfortable with saving, copy/paste, etc.
   B. Fair – I can save files, but I am unfamiliar with many other tasks
   C. Low – I have little to no experience with computers

3. Rate your experience using email:
   A. High – I can compose new message, send replies, forward messages, and attach files with no problem
   B. Average – I can reply to or forward messages
   C. Low – I never use email to communicate

4. Rate your ability to troubleshoot a computer problem:
   A. High – I can usually figure out if the problem was caused by something I did incorrectly, or if there is something actually wrong with my computer
   B. Fair – I can sometimes figure out what happened and find a way to fix it
   C. Low – I am unfamiliar with computers

5. If an faculty member asked you to download an attached file and save it to a particular area on your computer, could you do this?
   A. Yes. I have done this many times and would require no assistance
   B. Maybe. With detailed instructions, I probably could
   C. No. I would have no idea where to begin

6. If an faculty member asked you to copy and paste text from one document to another, could you?
   A. Yes. I have done this many times and would require no assistance
   B. Maybe. With detailed instructions, I probably could
   C. No. I would have no idea where to begin

7. How familiar are you with using the web for gathering and analyzing information?
   A. Very. I use it every day to search for information and for communication
   B. Somewhat. I am starting to feel more comfortable with using the web for information and communication
   C. Not at all. I mostly use the web for entertainment

Scoring: Add 3 points for each “A,” 2 points for each “B” and 1 point for each “C”

If you scored more than 30
You would probably do well in an online course! Be sure that you do not underestimate the time it will take and you should be fine.

If you scored between 20 and 30
Online learning may work out for you, but you need to make a few adjustments in your schedule and study habits to succeed.

If you scored less than 20
Online courses may not currently be the best alternative for you. Focus on building your study skills and technical skills, and then re-take this assessment
ONLINE LEARNING AND STUDENTS WITH DISABILITIES

Students with disabilities sometimes decide that taking online courses will be the solution to their accommodation needs. You may be considering online study for the same reasons. Please be aware that studying online can create the need for a whole different set of accommodations. You should enroll in an online course only after you have taken the time to carefully consider the requirements of the study and your strengths and weaknesses.

Ask yourself these questions:

**How well do I manage my time?**
The independent nature of online study requires a firm grasp on the ability to manage your time. You will be required to set a regular study schedule, keep track of assignments and due dates, as well as participate in online discussions. This may be more difficult without in-person reminders from an faculty member. This requires discipline and self-motivation to ensure that the course is not forgotten in your day-to-day activities.

**Does my disability affect my ability to process and comprehend written information?**
For individuals with certain disabilities, managing the content, directions and discussion in an online course becomes increasingly difficult. Information in an online course is frequently delivered via written material on the course management system. The faculty member will not be immediately available to deliver the information auditory or to provide clarification for any misunderstood concepts or assignments.

**Will I need to utilize assistive technology to complete this course?**
For some students with disabilities, the use of assistive technology is necessary. This can pose a challenge if some aspects of the online course management system are not compatible with the assistive technology you are using. Try to use your assistive technology with the sample course to identify any challenges that you will encounter while engaged in online study.

**How comfortable am I with computers and technology?**
It is important to be aware of your current comfort level with technology and computers. Are you already accustomed to working with computers? If you have not already mastered at the very least some basic computer skills, your course material can seem much more mysterious and confusing. Accessing all course information and instruction in an online format can be intimidating and stressful for some students. Knowing your comfort level with computers and technology will allow you to determine whether or not online study is for you.

**What do I expect of an online course?**
It's important to be aware of your expectations of online courses. No two courses (or faculty members) are exactly alike! What kind of interaction are you expecting from the faculty member? Are you expecting a lot of personal interaction or a little? Do you think that you will have a lot of writing to do or not as much? What information are you basing your expectations on? Before the course begins, consider contacting the faculty member to find out as much as possible about the format of the course, the expectations the faculty members have of you, and what you need to do to successfully complete the course. The more information you learn about the study prior to enrolling and beginning the study, the better you can determine if online study is for you.
REQUEST FOR RECONSIDERATION OF A DETERMINATION IN THE EAA LETTER OF
ACCOMMODATION, AUXILIARY AID AND/OR SERVICES

If a student requesting an accommodation, auxiliary aid, and/or services disagrees with the determination of eligible accommodations, auxiliary aid and/or services communicated by Disabilities Services Officer in the “Eligible Academic Accommodations Letter”, the student may within three (3) weeks after receipt of said determination file a written request for reconsideration with the Compliance Officer at the Office of Human Resources for Western Nebraska Community College who shall conduct an informal, but thorough investigation, offering all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the reconsideration. The Compliance Officer shall determine within fourteen (14) days of receipt of said Request for Reconsideration the approval of accommodations, auxiliary aids, and/or services necessary to provide equality of access for students with disabilities in compliance with applicable state and federal laws. The decision of the Compliance Officer shall be final.
APPEAL FROM A DETERMINATION IN THE EAA LETTER OF MODIFICATIONS OF AN ACADEMIC REQUIREMENT

A student with a documented disability may request a modification of certain generally applicable academic requirements (for example, the number of units to be taken in an academic semester, substitution for otherwise required courses, course retakes or completion of courses, certain aspects of academic standing, etc.) If the student is eligible for a Modification of an Academic Requirement, it will be reflected in the “Eligible Academic Accommodations Letter” that the student receives from the Disability Services Officer. A student who disagrees with the decision on his or her request for modification of an academic requirement may appeal in writing to the Vice President of Educational Services or his or her designee within ten (10) business days of the decision.

The written appeal should be filed with the Compliance Officer at the Office of Human Resources for Western Nebraska Community College. The appeal should include copies of both the original request and the decision made by the academic decision-maker, and should state the student’s reasons for disagreeing with the decision, the substantive and/or procedural basis for the appeal, (as more fully described below), and must be made on grounds other than general dissatisfaction with the decision.

The Compliance Officer will review the appeal for timeliness and compliance with the procedure including the requirement that the request for modification was submitted initially to Disability Services Officer (acting as designee of Vice President of Student Services) and received a recommendation by the Disability Services acting as designee for the Vice President of Student Services, or by the academic decision-maker, and forward it to the Vice President of Educational Services (or his or her designee) . The Vice President of Educational Services (or his or her designee) will review the decision and inform the student of his or her determination within ten (10) business days of receiving the request. The deadline may be extended by the Vice President of Educational Services (or his or her designee) if he or she finds good cause to do so. The decision of the Vice President of Educational Services or designee is final.

The review by the Vice President of Educational and Services (or his or her designee) normally shall be limited to the following considerations:

1. Were the proper facts and criteria brought to bear on the decision. Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the student.

2. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the student?

3. Given proper facts, criteria, and procedure, was the decision one which a person in the position of the decision-maker might reasonably have made.
WISE CHOICES PROCESS

We encourage all students to utilize the Wise Choices Process! The following information is provided by Skip Downing’s On Course 6e textbook, published by Wadsworth, a part of Cengage Learning, Inc.

1. What’s your present situation? (Identify the actual problem or difficulty)

   EXAMPLE: I have a learning disability which gets in the way of my ability to read quickly and I’m afraid all these on-line classes will move too fast.

2. How would you like it to be? (Specify your goal or desired outcome)

   EXAMPLE: I want to be able to keep up with the reading required in my courses.

3. What are your possible choices? (Without evaluating, make a list of options)

   EXAMPLE: A. Try it on my own and see what happens, B. Talk just to the faculty members, C. Meet with the Disability Services staff member and request reasonable accommodations AND talk to the faculty members about my accommodations

4. What’s the likely outcome of each choice? (Missing info? Stop and get more)

   EXAMPLE:
   A. Hmm, this would be easy but wouldn’t help me.
   B. I’m not sure what to ask the faculty members for??
   C. YEP – this is the right one!

5. Which choice(s) will you commit to doing? (Make a promise to yourself)

   EXAMPLE: I will do C – I will call 308.635.6050 by Friday to make a phone appointment with the Disability Services Officer (DSO) – I will find all my documentation and bring it in!

6. When and how will you assess your plan? (Evaluate your results)

   EXAMPLE: I will make phone appointments with the DSO – every other week at first to assess how much reading I have, and how to best use my accommodations. If they are not working, I will talk to the DSO and my faculty. I should know by the first round of tests/papers how I’m doing!

   And by making these WISE CHOICES – I feel so motivated to succeed!

Western Nebraska Community College