



# WESTERN NEBRASKA COMMUNITY COLLEGE

## Faculty & Staff Handbook



SCOTTSBLUFF CAMPUS  
1601 E. 27th Street  
Scottsbluff, NE 69361  
308.635.3606

SIDNEY CAMPUS  
371 College Drive  
Sidney, NE 69162  
308.254.5450

HARMS ADVANCED  
TECHNOLOGY CENTER  
2620 College Park  
Scottsbluff, NE 69361  
308.635.6700

ALLIANCE CAMPUS  
1750 Sweetwater Avenue  
Alliance, NE 69301  
308.763.2000

## WELCOME to WNCC

**Hello**, and welcome to Western Nebraska Community College. We're glad you're here! We need you and your colleagues to help us fulfill our mission in these times of limited budgets and high expectations. We rely upon your passion and expertise in a satisfying profession where you can genuinely contribute. Together, we make differences in students' lives.

Especially in recent years, WNCC, like most community colleges in the country, has attempted to be more responsive to student needs by expanding course offerings beyond the historical time and space of the traditional college classroom. With many of today's students being older than the traditional college age, and perhaps working full-time, it has become increasingly necessary to offer classes in early mornings, during evenings, and at locations that are more convenient for students. Courses are now presented through a variety of media: face-to-face, hybrid, blended, or online formats. Some courses are offered on weekends or in short-term, high-intensity modules. Some entire programs can be completed online.

Along with these changes have come demands for extended support services for students wanting to register online or who need late evening appointments for financial aid, academic advising, or course enrollment. Everyone at our institution dedicates every day to students, but we are also forced to dedicate time to meeting external demands from oversight agencies and state and federal guidelines as well. All in all, it takes all of our energy working together to meet student needs, but that's why we're here. We'll do better with you on the team!

For your service to our students and our institution, ***THANK YOU AND WELCOME!***

**Garry R. Alkire**

Dean of Educational Services

### **Equal Opportunity**

The college does not discriminate on the basis of race, color, religion, national origin, gender, age, disability, marital status or military veteran status, as is defined by law, in employment, admission to, or operation of its educational programs and activities, as prescribed by state and federal laws, regulations and executive orders. Inquiries concerning the application of these laws and regulations to the college may be directed to the college's equal opportunity officer, Mr. David E. Groshans, Human Resources, Western Nebraska Community College, 1601 East 27<sup>th</sup> Street, Scottsbluff, Nebraska 69361-1815, or by calling 308.635.3606.

WNCC is fully accredited by the North Central Association of Colleges and Schools. Inquiries regarding WNCC's accreditation may be directed to the NCA by letter at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, or by phone at 800.621.7440.

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# FACULTY AND STAFF HANDBOOK

## *PURPOSE*

This Handbook has been prepared to assist faculty and staff, both new and long-standing, with procedures which Western Nebraska Community College has adopted to facilitate the operation of the institution. Generally speaking, the guidelines in this handbook are based on the policies in the Manual of Policies of the Board of Governors. Employees may access policies on the WNCC website ([www.wncc.net](http://www.wncc.net)) by using the “Search” icon, which leads to a searchable database. Of course, immediate questions about one’s work or about policies and procedures can often be answered by a supervisor or even a fellow employee, but in order to function effectively within the College community, it is helpful if employees become familiar with general information in this Handbook and, as needed, the more definitive policies found in the Manual of Policies.

Western Nebraska Community College is an institution with a long history. Founded in 1926 as an extension of the University of Nebraska, it discontinued operation after one year. It opened again in 1929, this time as part of the City School System. Finally, in 1932, Scottsbluff Junior College became a public, two-year institution. Following vigorous student action campaigns, Nebraska Western College became a fully authorized community college in 1967, and a new campus was finished in 1969 (now the Scottsbluff administrative campus for the Western Nebraska Community College system). The complete merger of the institutions in Scottsbluff, Sidney, and Alliance was finalized in 1988 and the name changed to the current one.

WNCC, operating then as Nebraska Western College, was initially accredited by the North Central Association / Commission on Institutions of Higher Education in 1973; accreditation of the merged College was realized in 1990. In 2000, the College received another ten year accreditation review without any qualifications or required site visits. For a more detailed history of WNCC’s tradition of academic excellence, see the College Catalog.

## Western Nebraska Community College Role and Mission

Western Nebraska Community College shall be a student centered, open access institution primarily devoted to quality instruction and public service, providing counseling and other student services intended to promote the success of a diverse student population, particularly those who have been traditionally under served in other educational settings.

Western Nebraska Community College, individually and collectively, shall provide the following instructional and service priorities:

### Applied Technology Education

Including Associate of Applied Science degrees (AAS), Associate of Occupational Studies (AOS), diplomas, certificates, professional skills awards, and coursework to qualify individuals for entry into employment or to enable individuals to remain current, to upgrade skills, or to acquire new skills;

### Transfer Education

Including liberal arts and sciences associate degrees (AA and AS) comprising course work which is comparable to the course work of the first two years of a bachelor's degree program and applied technology degrees comprising course work which may be applicable to the course work of the first two years of a bachelor's degree program;

### Developmental Education

Including remedial programs, developmental programs, Adult Basic Education, General Education Development (GED) preparation, English Literacy Programs (ELP), and refresher courses.;

### Adult Continuing Education

Including career related programs and services for professional certification or improvement; Economic and Community Development including customized training programs developed for businesses and communities to meet needs such as occupational assessment, job training, and job upgrading and other programs and services that are within the scope of the College's expertise;

### Public Service

Including vocational and personal development courses and activities not specifically identified in other priorities;

### Applied Research

Limited to the enhancement of the instructional programs, student achievement, institutional effectiveness, and public service activities or related to faculty professional development.

## **Western Nebraska Community College Philosophy**

Western Nebraska Community College is a comprehensive community college committed to serving the residents of western Nebraska with higher education and lifelong learning opportunities. The faculty, staff, and the Board of Governors seek to provide leadership in education while responding to the identified needs of area residents by providing high quality educational programs and support services that are accessible to all who can benefit from them. In fulfilling our role and mission, we subscribe to the following philosophy:

- Belief in the inherent right of every person to an opportunity for education commensurate with the individual's potential and interest. We offer a comprehensive program, which includes academic and technical courses as well as general education for transfer to a baccalaureate-granting institution or preparation for entry to the job market.
- Responsibility for providing an environment that offers opportunities for developing quality in academic, technical, and vocational disciplines. We are committed to helping students clarify goals by improving skills and providing guidance, encouragement, and assistance in a positive atmosphere fostering personal growth and social responsibility.
- Commitment to lifelong learning. We provide area business and industry with vocational training for skilled employment, which encompasses inservice/preservice training in addition to basic skills, continuing education, and vocational interests.
- Awareness of the changing role of education. We are prepared to make adjustments in the curriculum and services to meet the diverse, unique needs of students.

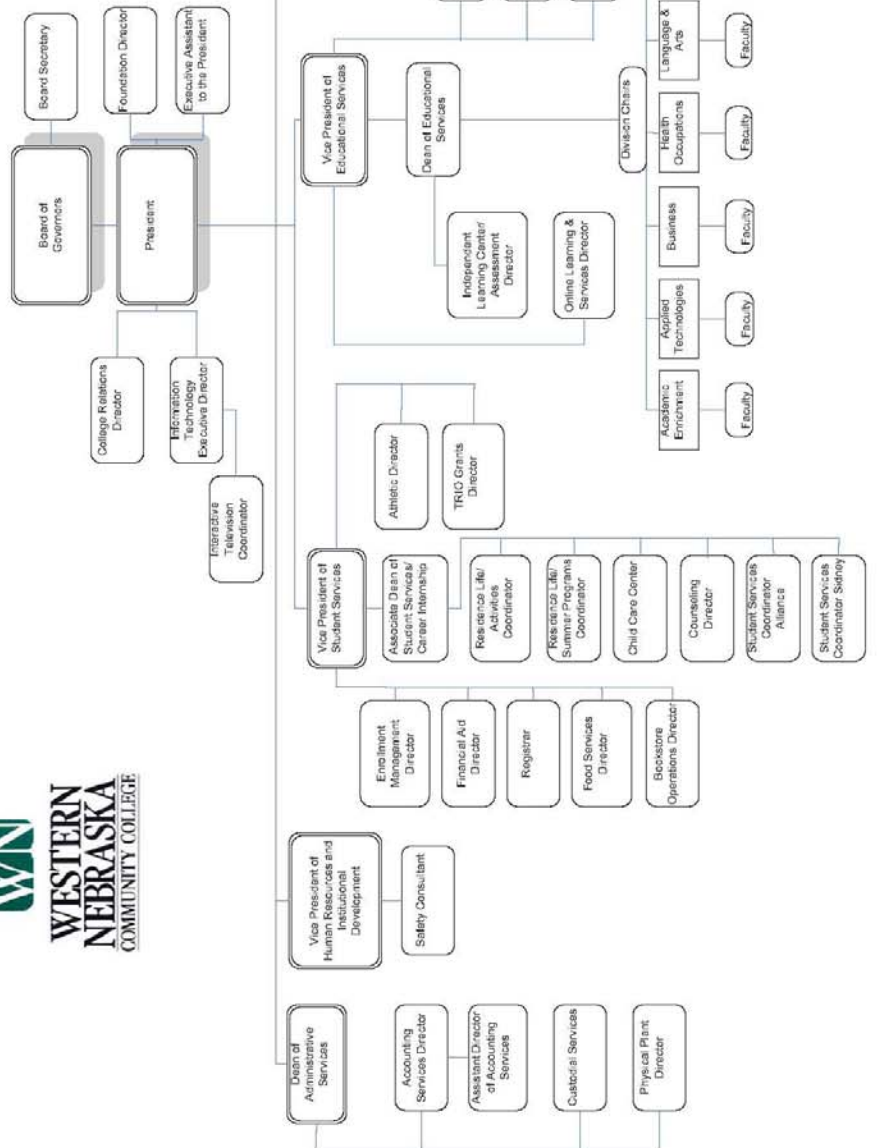
## **Western Nebraska Community College Vision Statement**

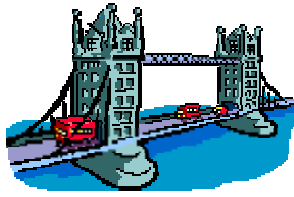
It is our vision that Western Nebraska Community College will promote and provide quality education, training opportunities, and support services through a variety of media, sources, and delivery methods. In our delivery of these instructional and educational services, we will seek to meet the needs of the individual and to promote lifelong learning. As a member of the global village, we are sensitive and responsive to the unique contributions of each individual and committed to the development of all persons. We desire to help our students to be ever aware of a larger, global environment and we seek to help them to understand their role in the larger community. We continually strive for leadership in instructional technology, student support, and teaching and learning, while providing access to all who seek our assistance, whether within our walls or beyond.



# **ORGANIZATIONAL CHART**

# Western Nebraska Community College





# ORGANIZATIONAL STRUCTURE

## BOARD OF GOVERNORS

The Western Nebraska Community College Area is governed by an elected eleven member board to which the College President is responsible. The Board meets monthly; committee meetings are scheduled in the morning and the full Board meets in the afternoon. Representatives are elected, some by district and some at-large, for four-year staggered terms. The Board members take an active part in the Nebraska Community College Association and the American Association of Community Colleges. *Consult: Board of Governors Policy Manual section 800.*

## EXECUTIVE SERVICES

The College President is the Chief Executive Officer of the institution. He or she is assisted by the Vice President and the Dean of Educational Services, the Vice President of Student Services, the Vice President of Outreach Education, the Executive Director of Information Technology, the Dean of Administrative Services, the Vice President of Human Resources and Institutional Development, the Director of Marketing and Public Relations, and the Executive Assistant to the President, all of whom sit on the Presidents Cabinet.

## EDUCATIONAL SERVICES

The Educational Services branch is led by the Vice President of Educational Services, who supervises the Assistant to the Vice President, the Dean of Educational Services, the Director of Online Learning and Services, the Student Learning and Assessment Coordinator, the Library/Information Services Director, and the

Independent Learning and Assessment Center Director.

The six Division Chairs, the Coordinator of the Math Center, the Coordinator of the Writing Center, and the faculty members at all sites assigned to the college's seven divisions are supervised directly by the Dean of Educational Services, as well as adjunct instructors (including dual-credit teachers). The Dean also collaborates with and indirectly supervises the Independent Learning and Assessment Center Director and the Director of Online Learning and Services.

## Academic Divisions

The bulk of academic work of the College is divided into seven academic divisions: Academic Enrichment; Applied Technologies; Business, Office, and Information Technology; Health Occupations; Language and Arts; Mathematics, Science, and Physical Education; and Social Science. Each division has a Chair who teaches a reduced load and reports to the Dean of Educational Services in matters concerning academic classes, scheduling, teaching loads, curricular development and updating, faculty evaluation, scheduling, budget development and maintenance, and other administrative processes. Through the Student Learning Coordinator's reports, which are based upon data and results primarily gathered by faculty members, the Dean is also apprised of the effectiveness of instruction and student learning. The Division Chairs meet with their faculty members on a regular basis, either in person or through electronic communication (GroupWise, e-mail, or WebCT). Serving a

critical role, a Division Chair provides leadership and vision for the future, plus coaching, guiding, and mentoring for faculty members so that they and the students both gain the maximum from their educational experience at WNCC.

The Division Chairs meet jointly with the Vice President of Educational Services, the Dean of Educational Services, the Director of Outreach Education, and the Associate Deans of the Northern and Southern Panhandles to discuss matters which impact the educational program of the institution. The seven Division Chairs also meet monthly (formally, although much more often informally) with the Dean of Educational Services to discuss issues or topics relating to the divisional operations or student concerns or issues. Curricular changes relating to course or program areas taught within the divisions must be approved by the Division Chairs or the division members at large prior to submission to the Curriculum Council. Chairs also automatically sit on the Curriculum Council.

Educational services areas also incorporate the library and online learning (a significant aspect of the learning modalities offered by the college), institutional research, as well as the assessment of student learning, which is critical to student success.

## **STUDENT SERVICES**

Student Services administrative positions include the Vice President and an Associate Dean of Student Services, the Counseling Director, the Trio Grants Director, Student Services Coordinators at Alliance and Sidney, the Food Services Director, the Residence Life / Summer Programs Coordinator, the Enrollment Management Director, the Night Information Coordinator,

the Student Services Outreach Director, the Residence Life/Activities Coordinator, the Financial Aid Director, and the Registrar.

Student services personnel address not only the procedural parts of registering students and providing them housing and meals, etc., but this branch of the college assumes an educational responsibility tied to the affective domain that complements educational services' thrust toward cognitive development. Scholarships, financial aid, meals, housing, recreation, and graduation are all made possible by people working in the student services area.

Student services personnel provide not only the logistical and procedural support which allows students to enroll, engage in activities, live in residence halls, eat in the cafeteria, or buy books, but staff members provide counseling, advising, and tutorial support as well. In other words, most aspects of student life not directly related to students attending a particular class are the province of leaders and staff members who serve in the student services branch.

## **OUTREACH EDUCATION**

The Outreach Education branch is led by the Vice President of Outreach Education Services, who supervises the Dean of Business and Individual Training, the Associate Dean of the Northern Panhandle, the Associate Dean of the Southern Panhandle, and the Directors of the Corporate Academies.

The Directors of Business & Individual Training in Sidney and Scottsbluff, the Allied Health Director, the Harms Advanced Technology Center (HATC) Facility and Activity Coordinator, the Education Outreach Director, the Entrepreneur/Discovery Program Director, and the Schools Outreach Coordinator are

supervised directly by the Dean of Business and Individual Training. The Dean collaborates and communicates with the Vice President of Outreach Education Services concerning issues in all of these areas.

### **Goals and Initiatives**

Community colleges across the nation are awakening to the realization that education is becoming more demand-driven. The line that once separated the business world from the world of education is disappearing. Western Nebraska Community College (WNCC) is learning that it must be more than customer-focused---it must become customer driven, whereby the time, pace, and place of delivery is initiated by the customer. In addition, the internal mindsets and operating procedures must be agile enough to respond to these varied and changing customer requirements. The hallmarks of this demand-driven system are solid relationships with business customers, responsiveness in delivery, and relevancy of content---treating each customer as a “market of one.”

Outreach Education branch is emerging as a full and visible partner with the more traditional Education Services branch in an effort to strengthen the college as a whole. This is not a shift in focus for WNCC; it is an “expansion of focus.” WNCC cannot meet the growing and critical needs of employers in a business as usual paradigm. This is not a business as usual environment for businesses, and it cannot be so for WNCC either.

The key challenges for WNCC to accomplish this expansion of effort are:

- To create, nurture, and expand training partnerships with businesses;

- To create an internal, entrepreneurial business model whereby Outreach Education can build effective relationships with businesses, be responsive as required by these customers, and deliver quality, relevant educational training experiences;
- To document the economic and workforce impact WNCC is having on the customers and communities it is serving.

Outreach Education has implemented a Corporate College model and an Entrepreneurial Initiative. The following are four goals and key strategies that have been identified:

- Be recognized by customers as a premier customer-driven, technology-based provider of education and training
  - Strengthen business guidance and input
  - Strengthen and grow Corporate Colleges
  - Effectively apply technology to training and education
1. To build strategic-level partnerships with business customers, vendors serving these businesses, regional high schools, and workforce organizations making WNCC part of their strategic planning.
    - Move relationships to a higher strategic-level partnership
    - Improve WNCC recognition as a major workforce player
    - Value flexibility and risk-taking
  2. To expand capacity and access to increased physical facilities

throughout the WNCC region to accommodate and enhance current and future education and training needs.

- Continuous new program planning
- Align WNCC instruction and Outreach efforts to deliver quality education and training
- Increase Corporate Colleges throughout the region

3. To develop an internal WNCC environment that advances the Outreach mission/vision and promotes WNCC teambuilding and effectiveness in meeting the needs of the region's customers.

- WNCC Strategic Planning process
- WNCC budgeting process
- Outreach operational efficiency and internal teamwork

Over recent years, Outreach Education Services staff and WNCC administrators have been striving to better align resources of the College with services being delivered through Outreach Education. If Outreach Education is to be a vital part of the WNCC success story, then Outreach Education

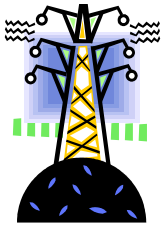
planning needs to be fully integrated into the WNCC community and decision-making.

As partners, Outreach Education Services and Education Services will assist the whole college in its: future thinking; systems approach to continuous improvement efforts; communicating and reporting; providing a common framework for future decision-making, and developing key measures of performance and improvement for WNCC as a whole.

### **ADMINISTRATIVE SERVICES**

Administrative Services includes the Dean of Administrative Services, the Accounting Services Director, the Bookstore Operations Director, the Physical Plant Director, and custodial services.

Not only the budget, but all of the physical plant responsibilities, operations, and maintenance fall to the Dean and the staff members who work in Administrative Services. The Business Office takes care of institution-wide business and accounting services for the fiscal operations of the college, including all student tuition, fees, scholarships, and payroll calculations and disbursements.



# WNCC SHARED GOVERNANCE STRUCTURE

## DEFINITION

In the shared governance structure of the College, a Council or Committee is formed to provide a vehicle by which the faculty and staff can study questions, problems, procedures, or policies to assist in making recommendations for changes to institutional operations or protocols, or to ensure that the necessary work of the institution occurs in areas like programs, curricula, budgets, student support services, facilities expansion, and upkeep. A Council or Committee will have a continuous existence in accordance with the mission and goals set for each.

## GENERAL RESPONSIBILITIES

Each Council or Committee will:

1. Study and plan regarding matters of general concern within the scope and parameters of the Council or Committee as stated in its mission and goal statement
2. Recommend to the administration as to the need for new policies, procedures, and/or changes in existing policies or procedures
3. Recommend the application of existing policies to specific problems affecting the general welfare of the institution
4. Disseminate information to the staff for awareness, opinion, or recommendation

## MEMBERSHIP

The President appoints all Council or Committee membership except those who are members by virtue of their position or those elected by divisions or departments.

Council and Committee membership will consist of only full-time staff and students. Membership terms for each Council or Committee will be staggered as appropriate with carry-over membership in order to establish continuity and stability.

## OPERATION

Each Council or Committee periodically reviews its existing mission and goals and assists in any necessary revision. The mission and goals describe the parameters and responsibilities which will detail the function of each Council or Committee. Each Council or Committee maintains a complete record of its activity and files a copy with the appropriate administrative office.

## COUNCILS AND COMMITTEES FOR WNCC

### Standing Councils

#### **College Council**

College Council acts as a review board for all decisions made by other established councils and committees. The Council has the following responsibilities and may take the following actions:

1. Concur with the information submitted for approval;
2. Return information to the appropriate Council with recommended changes;
3. Make minor changes.

The Council will approve all council and committee decisions before they are submitted to the President, who has the right and authority to veto any decision made by the Council and to forward any decisions to the Board of Governors for consideration

when the Council or Committee action requires a change in Board policy. The President chairs the Council.

### **Curriculum Council**

The Curriculum Council addresses issues related with curriculum development, courses and instructional items to be listed in the college catalog, course descriptions, course pre-requisites, course syllabi, coordination of programs offered, academic standards, college grading system, the awarding of grades, assessment score guidelines, degree requirements, instructional support, instructional development, review of cooperative programs with other institutions of higher education, and other instructional policy. The Vice President of Educational Services chairs the Council.

### **Student Services Council**

Student Services Council (SSC) is concerned with admissions and records, student activities and organizations, convocations, orientation, health services, College Catalog, College Calendar, student center (as an activity), student housing, alumni, student publications, student financial aid, standards and selection of scholarships. The Vice President of Student Services chairs the Council.

### **Standing Committees**

- **Realizing Educational Achievement in Life (REAL) Committee** is a standing committee charged with developing, implementing, and evaluating retention and other issues pertinent to student success at the College. The Registrar chairs the committee.
- **Student Learning Committee** is charged with the ongoing evaluation

and assessment of the teaching and learning process at both the formative and summative level. The Committee is responsible for the development, revision, and implementation of the assessment program, which is subject to review by officials of the NCA/HLC accreditation teams. The Committee is responsible for the annualized tracking and internal reporting of patterns of student learning success. Along with information gathering, committee members serve as a communication arm in order to educate the college community about the learning results evidenced by students. The committee is chaired by the Student Learning Coordinator.

- **All Hazards/Safety Committee** is a standing committee charged with promoting training and awareness for staff and students in the areas of multiple hazards response, general safety, chemical hygiene, and hazardous materials. The Committee reviews current problem areas or recent accidents and proposes training or procedures/protocols to be followed during an emergency event. The Safety and Environmental Management Director and the Vice President for Human Resources and Institutional Development co-chair the Committee.
- **Strategic Planning Committee** develops a Strategic Plan in keeping with the philosophy stated by the 1947 Truman Commission which stated that community colleges are the "people's colleges." With both short and long-term goals, the Committee establishes initiatives for future implementation by the College. Input is sought from several sources: college faculty, staff,



students, board members, other sectors of education, business and industry, and the general public. The Committee also monitors the progress of the plan. The President chairs the Committee.

- **Marketing/Promotions Committee** is charged with reviewing and evaluating current marketing efforts at the College which includes system-wide initiatives, program initiatives, and a marketing plan; exploring and examining national community college marketing trends/techniques; and proposing changes which will increase the effectiveness of marketing initiatives. The Director of Marketing and Public Relations chairs the Committee.
- **Catalogue Update/Editing Committee** members receive information about changes in curriculum and policy through Council proceedings and through general review and revision processes in order to keep the catalogue listings as current as possible. With the advent of electronic formats, the updating work is a constant process. The Institutional Researcher heads this committee.
- **Instructional Communications Team** includes members of educational services, including the Academic Chairs, the Dean of Educational Services, the Assistant to the Vice President of Educational Services, members of the Outreach Service, the Dean of Business and Industry, and the Director of Allied Health. The Vice President of Outreach and the Vice President of Educational Services co-chair the committee.

- **Academic Practices Committee** consists of the seven academic chairs, the Dean of Educational Services, and the Director of Online Learning and Services meeting monthly in order to discuss instructional issues, coordinate scheduling, hiring, and faculty retention strategies, and to formulate plans for program development. In addition, the team meets to formulate policy recommendations relating to academic instruction. The Dean of Educational Services chairs the team.
- **President's Committee on Diversity** is charged with increasing sensitivity to diversity on the part of students, faculty members, and staff personnel. The Committee develops and recommends actions in areas like curricular inclusion, yearly activities and events, diversity models to be adopted, along with marketing and recruitment models designed to increase diversity. The Vice President of Student Services chairs the committee.

#### **Task Forces**

- **Distance Education Committee** takes on the future planning of distance learning and related telecommunication learning activities (DLS and online instruction formats). The Committee identifies faculty training needs, develops and evaluates distance learning policies, and evaluates new and emerging distance learning technologies. The Director of Online Learning and Services chairs the Committee.
- **NCA Self-Study Committee** is charged with the creation of the College's self study document in preparation for the North Central

Association of Colleges and Schools (NCA) / Higher Learning Association (HLC) comprehensive visits. The committee focuses on topics related to the Criteria for Accreditation, reference room material development, Commission policies and procedures, and institutional communications. The committee reports to the Vice President of Educational Services, and it is co-chaired by the Assistant to the Vice President of Educational Services and a Co-chair appointed by the President upon the recommendation of the Vice President and the Dean of Educational Services.

- **Facility/Maintenance Team** is convened upon demand to create plans for and to review progress on short and long-term facility plans for College buildings and locations. Decisions about reassignments of use, remodeling, new additions or structures, updating of services or equipment, and the choice of furniture and classroom or office space design are all functions of the Committee, which is chaired by the Dean of Administrative Services.
- **Environmental Management** committee members work to promote environmentally conscious practices implemented at the college, including activities like recycling, landscaping, and purchasing procedures. They are also instrumental in overseeing hazardous waste handling and disposal protocols. The Vice President for Human Resources and Institutional Development chairs the team.
- **College Judicial Board** carries out the activities described in the *Judicial Code of Western Nebraska Community*

*College* in matters like student conduct, the appeals process, and conflict resolution. The Vice President of Student Services serves as ex-officio chair.

- **Integrated Technology Advisory Committee** members help the Executive Director of IT shape the plans for the future of IT development, equipment deployment, and instructional technology uses for the institution. A separate strategic plan for IT as it relates to instructional support and institutional mission is created and monitored. The Executive Director of IT heads this committee.

#### Event Teams

- **Graduation Team** organizes the successful development and implementation of the yearly graduation ceremony. The Vice President or the Associate Dean of Student Services chairs the Committee.
- **Hiring Committees** are formed for both faculty and administrative or staff positions. Constituent members are selected according to the area of expertise in certain areas.
- **Budget Review and Work Study Assignment Committee** assists the Board and administration in providing general budgetary information to college staff members by representatives attending a budget announcement session. The Committee collaborates with the Dean of Administrative Services to allocate work-study assignments based on available resources. The Dean of Administrative Services chairs the Committee.

- **Calendar Team** creates the academic calendar on an annual or semi-annual basis in accordance with WNCC policies, practices, and activities, setting term start and end dates, final exam periods, College holidays, in-service days, fall and spring break days, and other schedule occurrences. The Vice President of Student Services chairs the committee.
- **Support Staff Retreat Team** members plan and organize a professional development day for all support staff from all locations. This activity, held during spring break, provides an opportunity for support staff to enhance professional skills while strengthening interpersonal relationships. The Dean of Administrative Services chairs the Committee, and the membership is determined at the first support staff meeting.
- Nursing Advisory Committee: Scottsbluff, Sidney, and Alliance
- HIMS Advisory Committee: Scottsbluff
- EMT Advisory Committee: Scottsbluff
- Powerline Advisory Committee: Alliance
- Auto Body Advisory Committee: Scottsbluff
- Auto Tech Advisory Committee: Scottsbluff
- Welding Advisory Committee: Scottsbluff
- Entrepreneurship Advisory Committee: Scottsbluff
- Adult Basic Education Advisory Committee: Scottsbluff
- Health Academy Advisory Committee: Scottsbluff
- Life Links Advisory Committee: Scottsbluff
- Perkins Fund Advisory Committee: Scottsbluff

### **College Advisory Committees**

The College is proud of its business and vocational programs as well as its commitment to community needs in its service area. These programs are growing in scope and demand, primarily because they are relevant to student and area needs. The success of these programs is due in a large part to the knowledge and energy given to the programs by the advisory boards which work with staff to make the program practical and meaningful. The committees assist the College in determining needs, defining objectives, developing program content, and serving as liaison for student placement in working positions. At the present time, the following advisory committees are assisting the College.

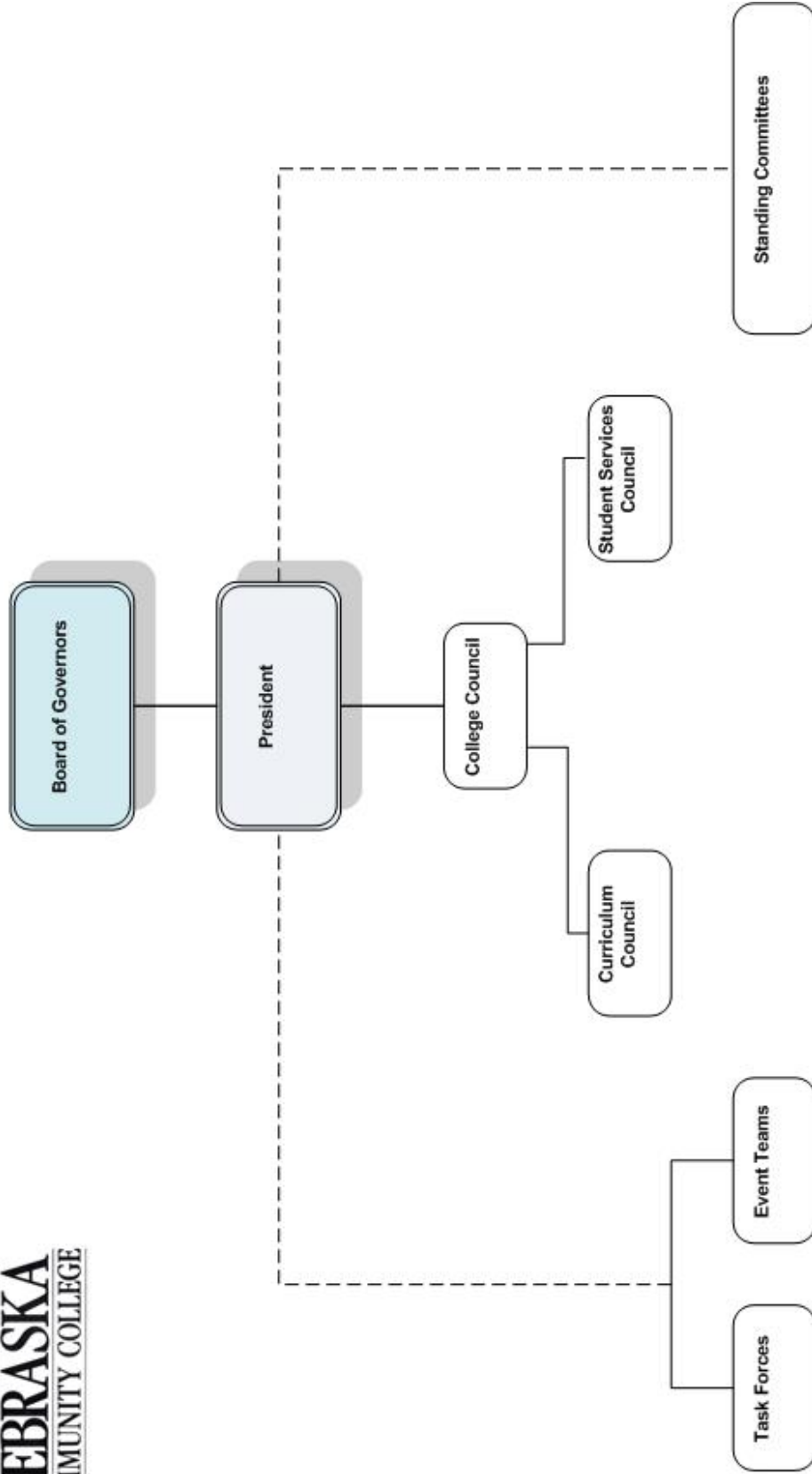
# **COUNCILS AND COMMITTEES ORGANIZATIONAL CHART**



**WESTERN  
NEBRASKA**  
COMMUNITY COLLEGE

# COUNCILS & COMMITTEES

8/18/2008



### Curriculum Council

Chair: VP of Educational Services

#### Voting Members

Dean of Educational Services  
Division Chairs (7 academic chairs)  
Dean of Business & Industry  
Health Academy Director  
Retail Academy Director (Sidney)  
Business & Industry Director  
Student Representative

#### Non Voting Members (Ex-officio)

Registrar  
Director of Online Learning and Services  
Library Director  
Asst. to the Vice President & Institutional  
Researcher  
Executive Director of IT  
Associate Dean of Student Services  
Associate Dean of Northern Panhandle  
Associate Dean of Southern Panhandle  
Director of Financial Aid  
Director of Student Learning & Assessment

### College Council

Chair: President

#### Voting Members

VP of Student Services  
VP of Outreach Education  
VP Human Resources and Institutional  
Development  
VP of Educational Services  
Executive Director of IT  
Faculty Representative (Division Chair)  
Faculty Representative (At large)  
Student Representative

#### Non-Voting Members (Ex-officio)

Business & Industry Representative  
Educational Services Representative  
Student Services Representative (Directors  
will rotate)  
Dean of Administrative Services  
Institutional Researcher  
PR/Marketing Director

### Student Services Council

Chair: VP of Student Services

#### Voting Members

Admissions Director  
Registrar  
Associate Dean of Student Services  
Financial Aid Director  
Athletic Director  
AOS Recruiter  
Director of Counseling  
Outreach Student Services Directors  
(Alliance & Sidney)  
Faculty Representative (Division Chair)  
Faculty member (At large)  
Student Representative

#### Non-Voting Members (Ex-officio)

Dean of Educational Services  
Food Service Director  
ILAC Director  
Director of TRIO Programs  
Bookstore Manager  
Transfer Advisor  
Associate Dean of Southern Panhandle  
Associate Dean of Northern Panhandle

#### Standing Committees

Retention Committee (formerly REAL  
Committee)  
Student Learning Committee  
All Hazards/Safety Committee  
Strategic Planning Committee  
Marketing & Promotions  
Catalogue Update/Editing Committee  
Instructional Communications Team  
Academic Practices Committee  
President's Committee on Diversity

#### Task Forces

Distance Education Committee  
NCA Self-Study Committee  
Environmental Management  
Facilities/Maintenance Team  
College Judicial Board  
Integrated Technology Advisory Committee

### **Event Teams**

Graduation Team

Hiring Committees (Situational ad hoc)

Budget Review/Work Study Assignment

Calendar Team

Support Staff Retreat Team



## PROCEDURAL GUIDELINES AND POLICIES

The strength of a community college lies in its commitment to teaching and learning. As part of this thrust, the key component is the classroom instructor, the person develops a continuing relationship with the student and who bears the greatest responsibility for making each student's college experience a positive one. The relationship is different from that of a high school instructor in that college students must accept more responsibility for their own education. Community college students often lead complicated and busy lives; faculty members must be sensitive to their problems and help them to accept the responsibilities of being a college student along with other facets of their lives. Community college instructors are in a unique position to help individuals metamorphose into strong academic students and life-long learners who are able to transfer successfully to four-year institutions or to enter the workforce with adequate skills.

### REPORTING AND RESPONSIBILITIES

Every employee of WNCC is presumed upon hiring, regardless of position or job description, to be a qualified professional serving in a professional capacity. That means that a spirit of welcome community and teamwork develops so that employees are individually and collectively valued in a collaborative effort to provide quality

educational experiences for students through a variety of ways and means. **Such an assumption of professionalism carries with it an obligation for coworkers in all positions to display respect, civility, honesty, dedication to tasks, adherence to policies, and general good faith efforts to contribute to the success of the College.** Relations with colleagues, supervisors, supervisees, and with members of the student body and the general public are expected to be cordial and businesslike, effective and polite.

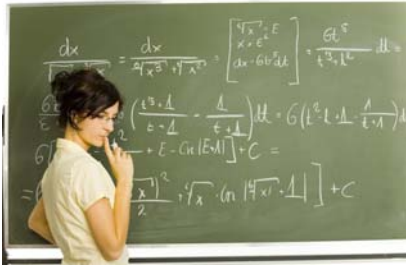
Each person employed at WNCC is part of an overall reporting structure consistent with the College's organizational plan, as can be seen in the organizational chart. Direct supervisors have the authority to assign work, direct activities, evaluate progress, and to provide guidance for professional development or personal growth. Directives given to staff or faculty members are expected to be carried out when delivered from anyone within the organizational chart in whose reporting line the employee may reside. Thus, if the supervisor of the employee's direct supervisor requests that an employee perform a task, conduct him or herself in a certain way, or perform activities associated with his or her employment, the request should be followed in the same manner as if the direct supervisor had made the request.



Because of the complex nature of a higher-education institution, many functions overlap in the business of providing service to the students and in fulfilling the community college mission. Therefore, on occasion, a person outside the charted reporting line may request that an employee provide information or services to that person in order to accomplish a task. When that happens, employees are expected to comply. If the request seems extraordinary or the demands seem out of the normal scope of one's employment responsibilities, an employee can discuss this with his or her supervisor, but in most cases, the collaborative, cooperative environment is encouraged.

Every employee has the right to speak with

someone above his or her direct supervisor in the reporting lines if she or he has a valid concern not addressed through a discussion with his or her supervisor. In most cases, an honest and open exchange resolves issues. However, employees should consult an organizational chart to select the appropriate person to receive a complaint or concern not addressed or resolved by a reasonable discussion with a supervisor. The Vice President for Human Resources and Institutional Development is available for consultation, advice, and necessary action within the College related to employment matters. Any employee is free to discuss issues with officials working in the HR office.



## FACULTY MEMBER PROFESSIONAL RESPONSIBILITIES AND ACADEMIC FREEDOM

In order for the community college experience to be positive for both instructor and student, there are certain responsibilities which all instructors have:

- The essential responsibility of college faculty is to facilitate student learning. An instructor is required to possess a comprehensive knowledge of the field of study, preparation, an intense interest in students, a sensitivity toward student interests, open-mindedness, a commitment to creative inquiry and investigation, and an intellectual enthusiasm which transmits to students.
- The instructor must assume responsibility for standards of confidentiality regarding a student's abilities, accomplishments, and grades. An instructor must realize that most community college students are legally adults; therefore, the instructor cannot provide the student's parents with academic information. Please consult *The Family Educational Rights and Privacy Act (FERPA) or Buckley Amendment (Appendix A)*.
- Instructors should develop a consistent coursework evaluation policy as a basis for assigning grades. In most courses, instructors should give examinations so that students know how their work is being evaluated. Instructors should furnish sufficient exams, graded papers or other assignments or projects to provide ample information for student learning assessment.
- Instructors are expected to keep current regarding their teaching disciplines and to integrate current developments into the classroom work, and they are also expected to stay current in matters related to effective practices tied to teaching and learning.
- Instructors are required in each course taught to create and to publish to students a set of measurable course competencies which align with program outcomes, division belief statements, and the College's mission statement in order to provide students with a well-rounded educational experience.
- Instructors must follow as closely as possible the course content described in the master course syllabus; students are expected to know the content prescribed in the syllabus in order to progress to the next course in a series.

- Instructors must also follow the course content described in the master syllabus when courses are not part of a series. Receiving institutions base transferability decisions upon those materials. Instructors must also create and distribute an individual course outline or individual course syllabus which details course-specific information such as learning objectives, attendance and grading guidelines, along with the schedule of activities (a daily or weekly calendar) so that students understand the complete educational plan, including exam dates, due dates for projects or papers, and College-related dates such as drop deadlines.
- Instructors must also create accurate and ongoing formative assessment practices within their classrooms in order to gauge and guide student engagement with the course material, as well as summative assessment activities capable of measuring actual student learning and achievement in relation to the stated course competencies. These results stream to the Student Learning Coordinator, who creates a yearly summary report.
- Faculty members are encouraged to be creative and to exercise academic freedom associated with the free and open exchange of ideas. They tailor instructional activities or exercises to deliver guidance in academic fields, can design assessment and evaluation of student achievement activities or exams, and can dictate course requirements to meet learning demands (as long as no guideline or procedure abrogates College policies).
- **However, faculty members also assume the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge, as well as in practicing intellectual integrity.** Therefore, any denial of equality of opportunity, discrimination on any basis (i.e. race, religion, ethnicity, gender, age), the devaluing of another person related to educational attainment or cognitive level, or a resistance toward the use of mandated assistive technology or authorized accommodation shall not occur. **Likewise, no student, peer, or fellow employee should feel offended, degraded, or inferior based upon the physical or verbal actions of another.** Academic freedom, indispensable in higher education, nonetheless has limitations, both legal and ethical, in regards to the tenets of civility, honesty, good taste, and genuine learning contexts and purposes.
- Instructors should be familiar and comply with the philosophy, policies, regulations, procedures, and calendar of the College set forth in the WNCC Catalog and found on the website.

## **SCHEDULING OF CLASSES**

Several months before the beginning of a semester, class schedules for all instruction delivered by members of the seven academic divisions are prepared by the Dean of Educational Services and Division Chairs, with faculty members' assistance. After being finalized, the schedule for all WNCC classes is printed in hard copy internally and posted on the WNCC website.

## **NO PENALTY DROP/ADD PERIOD**

During the first week of a traditional fall or spring semester (a shorter period is in force for quarter, compressed-delivery, and summer courses), students may enroll into or withdraw from a class by simply making arrangements with personnel at the student services office area. No instructor permission is required, and roster updates will occur at the minimum of each evening. Instructors are required to monitor the attendance rosters to note changes; the roster which appears at the start of the second week is the final one for the class. After the first week, students must obtain instructor consent to add or drop a class.

## **STUDENT WITHDRAWAL (DROPS) FROM COURSES**

Students may request (following the second week of class when the rosters are finalized—or the equivalent period for shorter-duration classes) that they be withdrawn from a class for a variety of reasons. The decision rests with the class instructor, who may then assign a grade of Withdraw (W) or Withdraw Failing (WF). A grade of W has a neutral effect upon a student's GPA, but a WF counts into the overall hours attempted and, therefore, has a downward influence on GPA's. This withdrawal or "drop" option is open to students through a period to be specified each term by the Registrar (equivalent to when 60% of the class contact hours are estimated to have been completed).

An Instructor may also perform an administrative withdrawal for a student by contacting student services staff personnel and requesting that a student be withdrawn from a course with a grade of W. If this is done at the request of a student, no further action is required. However, if the drop is

done because of something like repeated absences and the student is unaware of the action, the instructor is required to write the student a letter specifying the action and the reasons. One copy of the letter should be submitted to the staff at the Student Services Office as well.

In all cases, whether it is a student- or an instructor-initiated drop, the last date of attendance must be recorded on both the regular attendance reporting roster and the final grade instrument. The last date of attendance is either the last day a student was physically present or the last time he or she submitted work (as in an online class or WebCT component of a hybrid or blended class), any of which demonstrates interaction in the class. The date a W or WF is issued is not acceptable as a last date of attendance. Federal guidelines related to the issuance of financial aid require greater reporting accuracy.

Students may be eligible for a "global" drop for emergency or medical reasons. In that case, a student is allowed to withdraw from all classes with a W. This can happen up to the withdrawal deadline by the student with the consent and signature of individual instructors, or a student can receive the drop by a form being completed and signed by both the Dean of Educational Services and the Associate Dean or the Vice President of Student Services.

## **WAIT LISTS**

Classes often fill to capacity early and a wait list needs to be established. Specific procedures for the moving of students from the wait list to class registration have been established and should be reviewed by faculty and other appropriate personnel at the beginning of the semester. The number of students allowed on wait lists varies by class

types. Whenever a vacancy occurs within a class which is still under the course cap number during the first week, students will automatically be added to the course roster. After the first week, students may only be admitted after the instructor signs an add form (or he or she notifies the Registrar or his or her designee electronically) which allows a student to enter the class. Once the class cap is reached, the instructor often has the option of taking the students into the class who remain on a wait list. At times, the instructor may be requested to do so by the Dean of Educational Services.

### **MASTER COURSE SYLLABUS**

Each course should have an updated master syllabus which is reviewed and updated at least every three (3) years. If an instructor is the only individual who teaches certain courses, the instructor has responsibility for the content of the syllabus. If several instructors teach the same course, they are expected to update the syllabus collaboratively. Approved textbook choices are noted in the syllabus. Full-time instructors are expected to provide guidance and assistance to adjunct faculty teaching the same course(s).

### **COURSE OUTLINE (INDIVIDUAL COURSE SYLLABUS)**

Instructors must prepare an individualized outline or course syllabus based upon the master syllabus for each course they teach, to include full name and contact information for the instructor, office hours, plus specific class policies relating to such things as textbook requirements, activity types and formats, attendance, grading, late work submission, academic integrity, and equal access statements (ADA compliance policy). Each student should receive a copy of the course policy sheet, along with a fully-developed schedule or class calendar on which

discussion topics or due dates for all required activities, papers, exams, or projects are clearly marked so that students can create and maintain an efficient study plan. Two copies, if submitted in hard copy, or a single electronic copy of the course outline for each course must be submitted to the supervising Division Chair, who then forwards a copy to the Dean of Educational Services.

### **DIRECTED STUDIES**

Directed Study courses are designed to supplement rather than replace regular course offerings; a student must demonstrate that no regularly scheduled class will meet his or her needs. Athletic practices, work schedules, instructor preference, withdrawal from or non-completion of a needed course, poor planning, or the unwillingness to have carried a sufficient hour load to meet graduation or completion goals do not constitute valid reasons for a student or instructor to request a Directed Study class authorization.

**In every case, the instructor is charged with the responsibility of delivering and documenting a fully equivalent course to the live or online version of the class so that the student possesses the same complement of skills and abilities after completion.**

Students should not be allowed to begin working on a directed study until it is approved by both the Division Chair and the Dean of Educational Services. Generally speaking, only full-time faculty members supervise directed studies; adjunct faculty may be used when a full-time instructor is not available.

### **CREDIT & CONTACT HOURS**

Credit hours are assigned to courses based upon the amount of contact time between an instructor and the students and the amount of “work” associated with mastering the learning objectives within a course. Traditionally, the

contact time has been referred to as “seat time,” meaning the physical time in a face-to-face or live class when students and instructors meet. With the advent of online instruction, that definition is less sure, although the concept is still important. “Hybrid” and “blended” classes add to the complications.

For traditional delivery courses or “lecture” sessions, it takes 15 contact hours to equal one credit hour. Actually, a unit called a Carnegie hour is used, which is a 50-minute period, so if a class meets for 50 minutes a day on MWF or for two 75-minute periods twice a week, the clock time is slightly less than 3 full hours per week, although it meets the Carnegie requirements. A 3-hour block class which meets once a week really only needs to meet for 150 minutes to fulfill this standard. For online or even technology-assisted classes, the instructor still has to maintain a “presence” for that same amount of time. In other words, in an online class, the instructor should be lecturing via a tool like Horizon Wimba or his or her “voice” should appear in a discussion board or chat room format, or even through presenting information to be read by students, some method by which the students recognize and receive instruction via the live instructor for the equivalent time. Otherwise, the course is simply an electronic version of a correspondence course, which is not an effective instructional method.

A “lecture” class may involve a variety of multimedia tools and presentation styles, as well as assigned homework and reports, papers, exams, and so forth. A “hybrid” class is the traditional format but includes a component of electronic delivery, usually with a standard platform like WebCT or Blackboard. In most cases, the physical meeting time stays the same, and the

electronic information or activities simply complement the class material. A “blended” class is one that combines traditional meeting styles with a more fully developed electronic format. Up to one-half of the coursework is conducted online, so the number of face-to-face meetings is limited. These are particularly useful for site-bound students or those for whom travel is a problem.

Applied technology or vocational courses sometimes calculate differently, depending upon the nature of instruction. For a lab course, or a lab portion of a course, 30 contact hours are required to equal 1 credit hour. For “hands-on” experiential learning types of instruction, 45 hours of contact time equals 1 credit hour, and for internships or on-the-job-training experiences, the ratio is 60 hours for 1 credit hour. Thus, a standard class takes 45 contact hours for a 3-credit hour course, but a lab course may require 90 hours and an OJT experience would require 180 hours of contact time to equal 3 credit hours to be entered upon a transcript.

## **GRADING POLICIES**

Evaluation of students should be open and honest and should be based upon valid and reliable measurement strategies of learning achievement. In addition, examinations, papers, reports, project records and any other evaluative devices should be returned to and reviewed with the students as soon as possible after being evaluated. Grading criteria should be provided to the student in the individual course outline. Most classes are graded "A" through "F," with plus and minuses available in all categories. (See Appendix B)

Certain classes are graded "P" (Pass) or "NP"(No Pass). Classes graded "P" or "NP" should specify that method in the course syllabus, along with the qualifying standard which indicates the Pass designation (i.e. 70%

or higher). Students in a Pass/No Pass course should still receive either letter grade or points equivalencies for individual course assignments or exams so that they can track their progress in the course.

**Instructors are required to report all incidents of D or F (or No Pass) on the mid-term grade reporting form, and all instructors are strongly encouraged to post all grades for all students at that point, even those not qualifying for a “down-slip” notification.**

All final grades must be filed within the deadline established by the Registrar, notification to occur via electronic communication on the College internal or external electronic message systems. A last-date-of-attendance date must be submitted for all students receiving an F, W, WF, or a grade of Incomplete.

### **GRADES OF INCOMPLETE (I)**

Students who are unable to complete the coursework or requirements in a particular class before the official end of the course may request an instructor to grant an Incomplete (I) for the course at the time final grades are submitted. In such cases, the student should have no more than 30% of the course requirements (papers, projects, or exams) left to be completed, so that it is feasible for the student to complete the necessary work to obtain a grade for the course. When an I is listed as the final grade, the student has ninety (90) days to complete the course requirements, although the deadline can be extended by the Instructor of Record before that deadline. If a grade is not submitted or the deadline not extended by the Instructor, the grade defaults to an F after the ninety day period (starting from the date that final grades for the semester are due).

Forms which can be used as a contract to define the type and extent of the work remaining to be completed can be obtained from the Registrar. Whenever possible, the contract should be signed by both the student and instructor, and the instructor should retain a copy until the conditions are met or the make-up period of ninety days has expired. The I grade option does not apply to open-entry, open-exit courses delivered at the ILAC, since those courses carry a one-year completion timeline regardless of when they begin.

## **TEXTBOOKS & SUPPLIES**

### **Ordering Textbooks**

Each faculty member has the responsibility to order the necessary textbooks and other required materials which need to be purchased by students for the next semester. Orders should be on forms provided by the Director of Bookstore Operations by the dates indicated by him or her related to the session. Textbooks can also be ordered via the Portal on the WNCC website.

Full-time Instructors in Scottsbluff, Sidney, and Alliance may order desk copies of their textbooks and other teaching aids such as computer test banks, etc., directly from the publishing company. The Executive Secretary for Division Chairs orders instructor materials for adjunct instructors at most locations, and he or she will also order desk copies for full-time instructors upon request. Changes in textbooks used for classes must be cleared with the Division Chair.

### **Purchasing Textbooks and Materials**

Instructors for courses that require textbooks and supplies to be purchased from the Cougar Bookstore are requested to have their students purchase them during the first two weeks of class. A student on a wait list for a course

should be advised not to purchase course materials until he/she is officially enrolled into the course.

The Cougar Bookstore in Scottsbluff is located just off the front foyer of the main building near the west entrance. Students at the Alliance and Sidney Centers can purchase books at local contracting bookstores which stock college texts. Regardless of where the book is purchased, it is the student's responsibility to ensure that he/she has the correct book(s). Students should be encouraged to double check the textbooks before marking in them.

### **STAFF DEVELOPMENT**

The College strives to make opportunities available for staff development on and off campus. Staff development varies; prior to the fall and spring semester, two or three days are designated for faculty in-service, often relating to a particular theme or issue. During and at the end of the academic year, specific days are set aside to further enhance the process. Each division has staff development monies in the budget available for individual faculty to attend off-campus meetings and conferences for professional development related to his or her academic discipline or teaching and learning, assessment, or related types of subjects.

Many training opportunities also exist for professional and support staff members as well, usually made possible after consultation with one's supervisor. Administrators sometimes have discretionary funds which may be used to help finance continuing education for employees. As another bonus, all employees and dependent members of their immediate families may take courses at WNCC with a tuition waiver; the employee/student is only responsible for institutional fees and the textbooks or

materials. Courses must be taken on the employee's own time, and negotiation with one's supervisor is required.

### **PROBATIONARY PERIOD and CONTINUING CONTRACT**

Instructors serve under a probationary contract that is considered "at-will" employment for the first two years of employment at all Nebraska community colleges, including WNCC. During that time, an institution may either terminate employment or fail to renew a teaching contract without the need to display just cause. New instructors are evaluated during each of their first four semesters. Following successful performance and favorable evaluations, an instructor is granted continuing contract status (similar to tenure in other states), and his or her contract is automatically renewed each year thereafter. An instructor under continuing contract can only be terminated for just cause or be released due to a reduction-in-force action based upon program viability or financial exigency. In each case, the continuing-contract instructor is entitled to due process at every step of the procedure. Notice is provided to instructors completing the probationary period of an intent not to grant continuing contract status early enough in the spring semester (or the fourth semester, depending upon employment date) so that the action can be reviewed at the meeting of the Board of Governors while the College is still in session.

Non-renewal of a teaching contract or not allowing the conversion of a probationary faculty member to continuing contract status is the least attractive and last alternative for the College. Every effort is made to ensure that qualified and competent professionals are hired and that employees succeed in their occupations.



Most staff positions at WNCC require the successful completion of a probationary period before employment status is confirmed. Normally, an increase in salary occurs at the end of the probationary period. For further information about specific jobs and the probationary terms, contact the Office of Human Resources. In the same way that instructors are given guidance or assistance in order to succeed, staff members are supported in their jobs.

In all cases, continued employment is subject to budgetary considerations and the needs and goals of the College in meeting its mission. Employees are valued and respected, but the organizational and institutional demands must at times take priority over individuals.

### **FACULTY TEACHING LOAD**

Faculty members are expected to teach a minimum of fifteen (15) credit hours for each semester of an academic year, or a total of thirty (30) credit hours per academic year. Any teaching load beyond that is paid by the credit hour at a predetermined rate negotiated jointly by representatives from the WNCC Board and administration and elected representatives from the Nebraska Western Education Association. Courses taught during the summer term are counted as overload hours and paid accordingly. An instructor may only carry a twenty-one (21) hour load per semester at the maximum, and he or she may teach a maximum of twelve (12) hours during summer sessions, with no more than six (6) of those hours accruing in one session.

### **SALARY MOVEMENT from PROFESSIONAL DEVELOPMENT**

Faculty salaries are determined using prescribed categories and guidelines based upon the positional responsibilities, the

educational credentials, the level and term of previous applicable experience of the individual, and, in certain cases, other things like job demand. Most hourly employees are eligible for various forms of overtime compensation, comp time, extra duty pay, or other forms of compensation in reasonable and direct proportion to services rendered. Faculty members are also reimbursed by an hourly wage at times for “extra duty” as well, for things like service work on non-contract days (i.e. working on a hiring committee or attending a student orientation workshop in the summer, etc.). In all cases, permission must be gained from a supervisor before overtime, course teaching load release, or course overload hours is granted.

For staff members, general increases are normally given on an annual basis (when and if the College has sufficient resources to do so). Faculty members also receive compensation increases regularly (depending upon negotiations and college funds available), and they may also gain salary movement (an increase) by completing further education, professional development, by completing scholarly projects, by attending conferences (a specified conversion rate is used to convert contact time to credit hours toward salary advancement), or by completing on-the-job training in business or technical fields. Specifically, instructors can gain \$750 added to their base salary for each six credit hours (or equivalent experience type which is then converted to credit hours) of pre-approved educational activities or course work successfully completed (following prescribed formulas for the conversion of time spent to credit hours). Attempts to gain salary movement must be pre-authorized by the Division Chair and the Dean of Educational Services. For specific information about credit hour movement and to get approval forms, consult the Vice

President for Human Resources and Institutional Development or the Dean of Educational Services.

WNCC encourages and supports a variety of professional development opportunities for faculty and staff members, including attending professional conferences and seminars. In most cases, the college reimburses normal expenses (see policy section 335.0000.79) for attending qualified training or development opportunities. Please contact your supervisor for guidelines relating to external opportunities for professional development. In-house educational activities are always open and free of charge.

### **FACULTY MEETINGS**

Faculty meetings are held once per month during fall and spring semesters. The meetings are used to apprise the faculty of College issues and to allow faculty members to discuss concerns. All full-time faculty members are expected to attend these meetings. The Dean of Educational Services or his or her designee chairs the meeting.

### **SERVICE OBLIGATIONS**

All faculty members and most staff members are occasionally called upon to serve on one of the shared-governance committees or to serve on a task force or an ad-hoc committee. Participation is required in these instances. Faculty members are also expected to become proficient at and to participate in student academic advising, online registration, mandatory attendance reporting, mid-term and final grade reporting, and the processing of forms or reports related to the assessment of student learning, as well as rosters, withdrawals, or other types of student matters.

### **TEACHING FACULTY OFFICE HOURS and MISSED CLASSES**

Faculty members are required to post and maintain office hours of sufficient number and taking place at sufficiently accessible times to ensure that students can reasonably locate the instructor to ask questions or to seek guidance in matters related to the coursework. The number of office hours varies by teaching load assignment and class type, but a recommended minimum is one hour of availability for each course taught (in most cases, five [5] hours per week). Online instructors are also required to maintain specific contact times when students can communicate electronically or can expect to receive a posted response to an inquiry. Student queries should be followed up on in person, by phone, by e-mail, or through an online discussion board or other vehicle established to facilitate communication within twenty-four (24) hours. When that is not going to be possible, instructors should find a way to let students know when he or she will be available or when he or she will likely be able to respond to inquiries.

It is generally presumed that faculty members will put in a minimum of forty (40) hours per week during contract periods and that faculty members are available to students or for consultation by colleagues, Division Chairs, or by administrators during normal business hours. Naturally, instructors teaching night classes, teaching online courses, and those performing grading or preparation activities off-campus may not be available at all hours of a day, **but instructors are highly encouraged to remain on campus during the day so that they can be contacted and work associated with teaching or service responsibilities at the College can be conducted at the College.**

Instructors who miss a class should report the event to the Executive Secretary of the Dean of Educational Services and should make up the missed work for the students in some manner. When possible, prior notification of absences should be made to the Division Chair and the absence request form should be submitted soon enough so that pre-authorization has been received before the absence occurs. A faculty member is responsible for being on campus every contract day, regardless of whether classes are held or not, unless an absence request is submitted explaining his or her inability to be present.

### **FINAL EXAMINATION WEEK and TERM LENGTH**

The College provides a five-day final examination period for fall and spring semesters. To ensure that faculty members have adequate time to prepare and submit final grades, meetings are not normally scheduled during final exam week. A significant activity related to the course or having an effect upon student grades should be scheduled and conducted for designated final exam time in each course. An instructor may not alter the time for a final exam delivery unless by the explicit consent of both the Division Chair and the Dean of Educational Services. Final exam dates may be altered on an individual basis if a student has a compelling reason why an exception should be made (although the change is still to be cleared by the Chair).

All courses are to commence on the date indicated on the course planning sheet (as indicated in the tabloid or course roster) and are to meet the number of times, days, or contact hours specified. **No class should end before the date indicated by the official structure.** In the same vein, classes should meet for the full time allotted each time, unless for some pedagogical reason, the

instructor decides to end a class meeting early or to have students pursue an alternative activity. These cases are, however, the rare exception, not the rule of standard practice.

### **TEACHING and PERFORMANCE EVALUATION PROCEDURES**

The College is interested in the continued improvement of instruction. All faculty members will be evaluated by the appropriate Division Chair using a form and rotational schedule for supervisory evaluation of teaching effectiveness currently endorsed by the College, including a survey form completed by the students enrolled in the class. The purpose of the evaluation is to assist faculty members in continually improving teaching skills. Following a formal observation, written evaluations are submitted to the instructor, who acknowledges receipt and has the opportunity to respond to part or all of the findings. Evaluations are then reviewed by the Dean and the Vice President of Educational Services, and the written supervisory portion is added to the instructor's personnel file. Each evaluated instructor receives a copy of the evaluation and a statistical analysis of the student responses, along with a transcribed copy of any student comments entered on the student survey form at the time of the classroom visit/evaluation.

Besides this formal evaluation system, designed to support and ensure effective teaching and learning, Division Chairs and individual discipline or subject mentors serve as consultants for faculty members. There are also workshop opportunities arranged for delivery on campus, others provided by the Online Learning and Services Director about online instruction, and LearnShops, Workshops, or individual consultations provided by the Student Learning Coordinator.

Professional and support staff personnel are also evaluated for performance, although a different form is used. In most cases, a collaborative effort is used where past performance is reviewed and goals for achievement or professional growth are also crafted. Specific information about the performance evaluation process can be obtained from an immediate supervisor. As in all cases, any person unable to resolve a question or conflict after consulting with his or her immediate supervisor on a matter relating to employment conditions may consult the Vice President of Human Resources and Institutional Development.

### **ABSENCE REQUESTS**

Absence requests for portions of or entire days can be completed via the College website. Categories are available in an automated format which explains the duration and the reason for the absence (i.e. bereavement—with various explanatory choices, sick leave, college business, etc.). Employees in all categories are required to submit absence requests when missing normally prescribed hours of work. Only staff members are eligible to use the “vacation” option on the drop-down menu, since faculty members are normally on a 175 day contract and, thus, not eligible for vacation days. Because of the different

employee obligations and responsibilities which are tied to specific employment contracts, please consult your supervisor about expectations and reporting requirements tied to absences for your particular job.

In the event that an absence request is pre-filed for a doctor’s appointment or medical procedure, the sick leave request notes section should explain that the request is for a medical appointment. Whenever a substitute must be hired or an employee is absent for more than two consecutive days, the employee may be asked to provide documentation of the employee’s medical condition.

### **BENEFITS and INSURANCE**

WNCC presently provides group health insurance coverage for full-time employees. The Office of Human Resources should be consulted in matters relating to benefits, disability claims, health and welfare questions and issues, or group health insurance (currently Blue Cross / Blue Shield of Nebraska) procedures such as enrollment, coverage options, paybacks, or in-lieu payments. The Human Resources personnel can inform employees and advise them on the benefit packages available to them in their positions.



## **OTHER EDUCATIONAL SERVICES/ AGENCIES**

### **INFORMATION TECHNOLOGY**

The Information Technology department consists of the Executive Director of Information Technologies, the Interactive Television Technical Coordinator, and several technicians who organize and maintain hardware and software operational systems. The Executive Director of Information Technologies assists the college President with the daily operation of Instructional and Information Technology Services and the overall technology presence of the institution, and he or she formulates the operating budgets tied to technology purchases, oversees maintenance and operating system compatibility issues, controls the deployment of replacement computers, and designs or selects and manages databases and systems utilized throughout the College.

### **INFORMATION SERVICES (LIBRARY)**

The Library Director provides leadership for all library support functions and staff in Scottsbluff, Sidney, and Alliance. The library provides support with world-wide web access, audio-visual equipment reservations and check-out, audio-visual materials to support curriculum, circulation of print materials, and computerized card catalog and magazine index search and many informational subscription databases. The Library supports the educational program with pertinent resources and

services. Services continue to change with the development of new technologies and new, improved forms of information storage and retrieval. The Library staff requests faculty to work closely with them in order to be aware of and familiar with new services.

#### **Book Collections**

The College libraries in Scottsbluff and Sidney contain approximately 38,000 print volumes. Books are chosen for their curricular relevance, general research purpose, and literary merit. The collection is evaluated on a regular basis; materials whose content is outdated or poor are removed. Materials are chosen from book reviews, bibliographies, faculty, staff, and library user recommendation. Library staff encourage faculty to submit requests and partake in collection development. Book Order Forms are available in the library.

Instructors may place materials on reserve for in-library use or for short circulation periods. On-reserve provides limited materials for many students. An instructor may check out materials from the library for both professional and personal interests. Any librarian will give a tour of the library and instructions regarding the use of the databases and the on-line catalog system.

#### **On-line Catalog**

Library users search a computerized system to locate specific books. The Scottsbluff

and Sidney libraries have a central catalog. The system enables information search by author, title, series, subject, or keyword. Terminals are located in each library. Any college computer connected to the Administrative Local Area Network (LAN) can also access the catalog. The catalog is also assessable through the Internet at [www.wncc.net/library](http://www.wncc.net/library).

### **Periodicals**

Periodicals are chosen for their general research value and specific relevance to the curriculum. Periodicals must be included in the indexes to which the library subscribes. In addition to the paper copies of magazines, many full text magazines are available through the databases to which the library subscribes.

### **Interlibrary Loan**

The College is an active participant in the national interlibrary loan network through the Online Computer Library Center (OCLC). Students pay a minimal fee for each request and pay any fees assessed by the lending library.

### **On-Line Databases**

The library provides users access to a broad range of resources and provides them valuable experiences in computer database utilization. The library subscribes to a number of full text databases and other information resources for curricular support.

### **INTERNET**

This international system of computer networks includes a wide range of resources and databases. All faculty members, supervisors, and professional or support staff members have access to the Internet through institutionally-sponsored computer platforms. The intended use is for research and educational purposes. Full-time and

some part-time staff members are automatically given an email account; registered students may obtain an e-mail account by enabling their accounts in on the college website. Full-time faculty and staff members also receive GroupWise (internal electronic communication system) accounts.

## **COPYRIGHT AND FAIR USE GUIDELINES FOR EDUCATIONAL MULTIMEDIA**

The College is very concerned about possible infringement of copyright for printed material and media. Questions regarding copyright should be referred to the Executive Director of Information Services on the Scottsbluff campus, the Director of Online Learning and Services, Division Chairs, or other knowledgeable and qualified personnel at the College.

### **MULTIMEDIA**

Multimedia equipment is available for checkout at the library at the Scottsbluff main campus and can be arranged at both of the Centers as well as at the HATC. The Director of Online Learning and Services administrator and oversees web-page inclusions to the College's web server at [www.wncc.net](http://www.wncc.net). Please direct all request and inquiries regarding any of these areas to the Director.

### **ACADEMIC TESTING**

The College via Educational Services provides students and community a variety of examinations which are used to enhance academic and professional growth.

#### **American College Test (ACT) - Scottsbluff**

The ACT consists of tests in four areas: English, Mathematics, Reading, and Science Reasoning. Students also have the option of

taking an additional essay. Many college and scholarship agencies recommend that students take the ACT during the spring semester of their junior year. The ACT is offered at Western Nebraska Community College - Scottsbluff campus five times during the year--October, December, February, April, and June. The College's Test Center Number is 024780.

For further information, contact the Independent Learning and Assessment Center Director.

### **Placement and Basic Skills Assessment - Scottsbluff, Sidney, Alliance**

The *e*-Compass and ASSET tests are used by WNCC to ensure that students' basic skills are at the level necessary for success in Mathematics, English, Reading, and other particular courses. It is important that faculty and advisors be aware of the guidelines established and assist students in achieving the correct placement. Students may also use scores on the ACT or SAT tests for placement. Details regarding ASSET, *e*-COMPASS, ACT, and SAT cut-off scores can be found on a handout prepared and distributed by the Assistant to the Vice President of Educational Services.

### **College Level Examination Program (CLEP) - Scottsbluff, Sidney, Alliance**

The College Level Examination Program (CLEP) is a series of 35 examinations that allows students to show knowledge in a wide range of subjects. Each examination is computerized and 90 minutes in length. The purpose of the CLEP is to provide a means for students to receive college credit for learning acquired outside the classroom. The 35 computerized CLEP examinations are in the following areas:

- History and Social Sciences
- Science and Mathematics

- Foreign Languages
- Business
- Composition and Literature

The English Composition with Essay test is the **only** exam that does not report a score immediately upon completion of the test. CLEP examinations are administered by appointment with the Independent Learning and Assessment Center Director and should be made a week in advance.

For more information, contact the Independent Learning and Assessment Center Director.

### **Scholastic Aptitude Test (SAT Reasoning /SAT Subject) - Scottsbluff, Sidney**

The SAT Reasoning Test is a four hour, primarily multiple choice test that measures critical reading, mathematical reasoning and writing abilities. Students are also asked to write an essay. The SAT Subject Tests are one hour, primarily multiple choice tests in specific subject areas. Subject Tests measure knowledge of particular subjects and the ability to apply that knowledge.

The College offers the Scholastic Aptitude Test three times per year –November, May, and June. Other dates are available only by special request to the College Board. The bulletin contains information regarding specific test dates. The College Test Center Number is 28-230.

For further information, contact the Independent Learning and Assessment Director.

### **College Assessment of Academic Proficiency (CAAP) - Scottsbluff, Sidney, Alliance**

The Collegiate Assessment of Academic Proficiency (CAAP) is a standardized,

nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs.

CAAP results can be used on a group basis to help institutions improve instructional programs by measuring student progress in the acquisition of core academic skills. Institutions concerned with program evaluation use CAAP to provide evidence that general education objectives are being met, to document change in students' performance levels from one educational point to another, and to compare performance gains across general education instructional programs within an institution.

Completion of the CAAP Assessment is a graduation requirement at the College for degree-seeking students. The scores achieved by students are important to the institution to determine instructional efficacy but do not affect the student's graduation status. The CAAP is administered in May and December to spring and fall semester graduates at each College site. The examination consists of four 40 minute sessions in the areas of Writing, Mathematics, Reading, and Critical Thinking.

The test is offered twice a year with a test session held during the regular class day at all sites and Saturday sessions on the Scottsbluff campus during fall and spring semester. A CAAP Student Guide is made available to students.

For further information, contact the Assistant to Vice President of Educational Services.

### **General Educational Development Examinations (GED) - Scottsbluff**

The GED Examination is a national standardized set of five tests: Language Arts-Writing, Mathematics, Language Arts-Reading, Social Studies and Science. The Language Arts-Writing test contains a multiple choice section and an essay. The student who successfully completes the examination receives a high school equivalency certificate. The examinations are regularly administered by the College in Scottsbluff and Chadron. The Sidney and Alliance GED Programs are under the auspices of the public schools in those communities.

The examinations are available to an individual 19 years of age or older who has been a resident of Nebraska for 30 days. An individual between 16 and 18 of age may take the examination if he/she is not enrolled in public school and receives permission. There is an examination fee.

### **Test of Adult Education (TABE) (Adult Basic Education) - Scottsbluff**

The TABE helps adults prepare for the General Educational Development (GED) Examinations by giving adult education teachers the information they need to plan instruction for individuals. TABE assesses basic reading, mathematics, and language skills using context and language appropriate for adults. It yields raw scores for skills usually learned at grades two through twelve and also provides grade equivalent scores, percentile scores, and scale scores.

TABE is carefully structured to be appropriate and interesting for adults, even at the lowest levels of the test. All items and passages are as free as possible from ethnic, age, and gender bias. TABE subtests



include: Reading Vocabulary, Reading Comprehension, Mathematics Computation, Mathematics Concepts and Applications, Language Mechanics, Language Expression, and Spelling. The College uses two levels of the test.

For further information, interested parties should contact the Adult Education Director.

### **Nebraska Real Estate Examination - Scottsbluff**

The Nebraska Real Estate Licensing Examinations (Salesperson and Broker) are administered by Applied Measurement Professionals (AMP) under the direction of the Nebraska Real Estate Commission. The Nebraska State Examinations cover real estate laws, rules and regulations, and other aspects of real estate appropriate to Nebraska. Both the Nebraska Salesperson and Broker examinations consist of 32 questions. The National Salesperson and Broker examinations are based on four major content areas and consist of 100 questions. The examinations are given 11 times per year (every month except December) at established test centers in Lincoln, Omaha, and North Platte. The examinations are given in Scottsbluff three times per year during the months of January, May, and September. The College Test Number is 2478.

### **Law Enforcement Examination - Scottsbluff**

The Commission of Law Enforcement and Criminal Justice requires that an applicant to the Law Enforcement Training Course be able to read, write, and understand English at the 11th grade level through a test at the Training Center. To fulfill this requirement, the Test of Adult Basic Education (TABE) has been approved.

Law Enforcement Examinations are ordered by the law enforcement agency for whom the student is testing. The examinations are sent from the Training Center to the Independent Learning and Assessment Center Director. The examinations are given upon request at pre-arranged dates and times. Upon completion, the examinations are returned to the Training Center for scoring. The results are sent to the department for which the individual tested. If necessary, the individual may retest after a period of study.

For further information, contact the Independent Learning and Assessment Center Director.

### **Computer-based Testing at the HATC**

The Harms Advanced Technology Center (HATC) offers computer-based testing for licensure and certification in many professions. This is done through contracted arrangements with five (5) vendors. Each vendor offers several tests for either IT certification or other career certification.

### **ACT Center**

While this is the same organization that administers the ACT (American College Test) for college placement, the ACT exam is NOT one of the exams offered at HATC. However, the ACT is offered through other areas of WNCC.

The ACT Center network currently delivers these computer-based assessments:

- American Board of Vascular Medicine (ABVM)
- American Dietetic Association (ADA)
- Association of Social Work Boards (ASWB)
- Boston University Distance Education

- Center for the Advancement of Process Technology (CAPT)
- Codes and Standards Assessments (CSA)
- COMPASS™ Internet Version remote testing
- Continental Testing Services (CTS)
- Edutech India
- National Assistant at Surgery Council (NASC)
- National Athletic Trainers Association (NATA)
- National Inspection, Testing and Certification Corporation (NITC)
- National Institute for Automotive Service Excellence (ASE)
- Nuclear Medicine Technology Certification Board (NMT)
- Professional Association of Health Care Office Management (PAHCOM)
- Progressive Business Publications (PBP)
- Thomas Edison State University Distance Education

Scheduling for the ACT Center exams is done through the individual associations sponsoring the tests.

### **Thompson Prometric**

While Thompson Prometric offers both IT certification exams and career licensure exams, HATC currently only offers computer-based assessments for IT certification. Registration and scheduling for testing can be done through their website at [www.prometric.com](http://www.prometric.com).

The following computer-based assessments are offered by Thompson Prometric:

- Apple Computer – AST
- Cisco
- Citrix Systems

- Certified Internet Webmaster
- CompTIA
- EMC
- ExamExpress
- EXIN
- Hewlett-Packard Certified Professional
- HIPAA
- Novell
- Oracle
- Sun Education

### **Pearson VUE**

Pearson VUE serves the Information Technology industry and the Professional Certification, Licensure, and Regulatory markets. Registration and scheduling for the exam is done through their website at [www.pearsonvue.com](http://www.pearsonvue.com). Additionally, registration can be made directly with the testing center administrator by calling 635-6707.

The following computer-based assessments are offered by Pearson VUE:

- Adobe
- ADP
- Agilent Technologies
- Altiris
- American Board for Certification of Teacher Excellence (ABCTE)
- American Board for Occupational Health Nurses (ABOHN)
- American Board of Allergy and Immunology (ABAI)
- American Board of Emergency Medicine (ABEM)
- American Board of Endodontics (ABE)
- American Board of Family Medicine (ABFM)
- American Board of Imaging Informatics (ABII)

- American Board of Internal Medicine (ABIM)
- American Board of Nuclear Medicine (ABNM)
- American Board of Orthodontics (ABO)
- American Board of Obstetrics & Gynecology (ABOG)
- American Board of Oral and Maxillofacial Surgery (ABOMS)
- American Board of Periodontology (ABP)
- American Board of Physical Medicine and Rehabilitation (ABPMR)
- American Board of Preventive Medicine (ABPM)
- American Board of Prosthodontic
- American Board of Psychiatry and Neurology (ABPN)
- American Board of Radiology (ABR)
- American Board of Surgery (ABS)
- American Board of Thoracic Surgery (ABTS)
- American Board of Urology (ABU)
- The American College
- American College of Sports Medicine (ACSM)
- American Medical Technologists (AMT)
- American Osteopathic Board of Internal Medicine (AOBIM)
- American Registry of Radiologic Technologists (ARRT)
- Ameriprise Financial
- Appraisal Institute
- Aruba
- ASCP-BOR
- Association for Financial Professionals (AFP)
- Association of Professionals in Business Management (APBM)
- Avaya Inc.
- AXA Sun Life
- Behavior Analyst Certification Board (BACB)
- Board of Certified Safety Professionals (BCSP)
- Board of Registered Polysomnographic Technologists (BRPT)
- Brocade
- Business Objects
- CAIA Association
- Cardiovascular Credentialing International, Inc. (CCI)
- CFA Institute
- Check Point Software Technologies
- Cisco Systems
- Citrix Systems, Inc.
- CIW
- CompTIA
- The Conference (ICFSEB)
- Convergence Technologies Professional (CTP)
- Council on Certification of Health, Environmental and Safety Technologists (CCHEST)
- CSW Computer Simulations
- CWNP
- Dassault Systèmes
- Dental Assisting National Board (DANB)
- Driving Standards Agency (DSA)
- EC-Council
- Excelsior College
- EMC
- EXIN
- Federation of State Massage Therapy Boards (FSMTB)
- FINRA: Financial Industry Regulatory Authority
- Global Association of Risk Professionals (GARP)
- Graduate Management Admissions Test® (GMAT®)
- HDI
- Institute of Certified Records Managers (ICRM)

- Institute of Chartered Accountants in England and Wales (ICAEW)
- ifs School of Finance
- Investor's Business Daily
- Isilon
- Kaplan's Ultimate Practice Test
- Linux Professional Institute (LPI)
- LNAT
- Microsoft
- Microsoft Dynamics
- MySQL
- National Board of Chiropractic Examiners (NBCE)
- National Board of Examiners in Optometry (NBEO)
- National Instruments (NI)
- National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)
- National Court Reporters Association (NCRA)
- National Registry of Emergency Medical Technicians (NREMT)
- National Society of Compliance Professionals (NSCP)
- NCLEX Examination
- Novell
- Oceania University of Medicine (OUM)
- Pearson Language Assessments
- Pearson Performance Solutions
- Pegasystems
- Performance-Based Selection (PBS) — Centers for Medicare and Medicaid Services (CMS)
- Pharmacy Technician Certification Board (PTCB)
- PostgreSQL CE (SRA OSS)
- PRMIA
- Radware
- Risk Management Association (RMA)
- Riverbed
- Royal College of General Practitioners (RCGP)
- RSA Security
- SAP
- Security Certified Program (SCP)
- Siemens
- SITA
- Skills for Life
- Sun Microsystems - SAI
- UKCAT
- UKSIP
- UMTP
- United Council for Neurologic Subspecialties (UCNS)
- VERITAS
- Virginia Communication and Literacy Assessment (VCLA)
- VMware
- Zend Technologies



## ACADEMIC STUDENT SUPPORT SERVICES

Academic Student Support Services consist of the Math Center, Reading Center, and the Writing Center located in the Clark N. Williams Multicultural Center. Writing and math assistance is available in Alliance and Sidney as well. The Math and Writing Centers play a viable role in the student's successful completion of his/her academic goal at the College. The Reading Center is reserved exclusively for students enrolled in one of the reading classes.

Recently, the college created an academic advisor position relating specifically to developmental-level education and ESL. This advisor works through student services and will provide intrusive advising to help keep students on track toward success.

### **MATH CENTERS**

The Math Center operations are overseen by a Math Center Coordinator who reports to the Dean of Educational Services. The Center assists students on a drop-in basis and offers a wide variety of resources: free tutoring, group study sessions, video tapes, and computer programs. Students may complete homework assignments or study for examinations in the Center. Both certified professional and peer tutors assist students in courses such as Basic Mathematics, Introductory Algebra, Intermediate Algebra, College Algebra, Trigonometry, Calculus, Mathematical Applications, Statistics, and Mathematics for Elementary Teachers.

In most cases, WNCC math instructors or retired teachers provide tutoring support at

those locations, although some peer tutors are also utilized. Students should contact the Center staff to see where and when the tutoring takes place at individual Centers.

### **WRITING CENTERS**

The Writing Center operations are overseen by a Writing Center Coordinator who reports to the Dean of Educational Services. A one-hour per week lab session conducted at the Writing Center is required for all students in Basic and Developmental Writing classes (for a total of 11 sessions or equivalent contact hours in each term).

The Writing Center personnel are also available to other students needing writing assistance on assignments for other courses through appointments or on a drop-in, as-available basis. Lab schedules are posted every semester, and students who are attending one of the dedicated labs associated with developmental-level writing courses are given priority during those lab sessions.

A Writing Center or writing consultant is available at each campus. Staff at each location can provide information about the site and hours of operation for writing assistance at each location.

### **INDEPENDENT LEARNING AND ASSESSMENT CENTER (ILAC)**

The Independent Learning and Assessment Center is located in the Clark N. Williams Multicultural Learning Center on the west side of the Scottsbluff campus. The Williams Building also houses the Writing

Center, Mathematics Center, TRIO and YES programs, Upward Bound, Veterans Upward Bound, the college Counseling Office, Career Office, and the Transfer Advising Specialist.

### **Courses**

Certain developmental courses, skills improvement courses, and courses for use as electives in an Associate Degree program are available as Independent Study courses through the Independent Learning and Assessment Center (ILAC). A complete list of ILAC courses can be procured from the ILAC Director. Instructors sponsoring independent study courses are compensated on a per student basis. Requests for compensations must be submitted on a specified form (available through the ILAC) after the student has completed the course.

### **Tutors**

Both certified and peer tutors are on staff in the ILAC. At the beginning of each semester, the ILAC staff distributes tutor schedules to faculty, staff, and students. The schedules indicate the tutoring services available and the hours and subjects for which each tutor is available. Tutors are also available in Sidney and Alliance.

Tutors at the ILAC are hired through faculty/division chair recommendation and authorization by the Independent Learning and Assessment Center Director. Faculty seeing a need for a tutor for a specific course or discipline should meet with the ILAC Director to discuss the possibility of adding an additional tutor. Students selected for tutor positions should possess good interpersonal skills as well as a strong academic background in the area. Recommended students are to be scheduled by the instructor to meet with the ILAC Director for a mini-interview to discuss the details required of the position. Math and English tutors should be scheduled to meet with the specific Center Directors.

### **Proctoring Examinations**

ILAC staff members are available to proctor examinations for the independent study classes and make-up examinations for all other courses. Generally, the examination is in the ILAC; students are informed by the instructor when the examination is to be taken. The instructor is responsible for placing and for retrieving the examination in the ILAC. The instructor should schedule the test date(s) with the ILAC Director to confirm space availability.

# **APPENDIX**

## **APPENDIX A – THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools (all levels, including colleges and universities) that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities in a juvenile justice system, pursuant to state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.



However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

**Adapted from: ED Gov. @ <http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>**

An information release form is available through the Office of Student Services at WNCC.

**APPENDIX B – PLUS-MINUS GRADING**  
**Effective Fall Semester 2005**

The following are the grade points that will be assigned to the plus/minus grades turned into Student Services at the end of the semester along with the previous grade point comparison:

<u>New +/- GPA</u>		<u>Previous GPA</u>	
A+	4.0		
A	4.0	A	4.0
A-	3.67		
B+	3.33		
B	3.0	B	3.0
B-	2.67		
C+	2.33		
C	2.0	C	2.0
C-	1.67		
D+	1.33		
D	1.0	D	1.0
D-	0.67		
F	0.0	F	0.0

**Example of Possible Percentage Values**

An **example** of possible percentage values for the new plus/minus grading scale is listed below. Please keep in mind that this is an example only and that instructors are free to develop their own scale suiting individual course needs and divisional requirements. It is important for each instructor to include their grading scale and grading criteria in their course syllabus/outline given to students at the beginning of the course. Please discuss any questions you may have regarding plus-minus grading or course/divisional requirements with your division chair.

\*\*\*\*\*

A+	97.0 - 100%	
A	93.0 - 96.9%	Highest achievement
A-	90.0 - 92.9%	
B+	87.0 - 89.9%	
B	83.0 - 86.9%	Above average achievement
B-	80.0 - 82.9%	

C+	77.0 - 79.9%	Average achievement
C	73.0 - 76.9%	
C-	70.0 - 72.9%	
D+	67.0 - 69.9%	Below average achievement
D	63.0 - 66.9%	
D-	60.0 - 62.9%	
F	0 - 59.9%	Failure to meet minimum requirements

## APPENDIX C – FACULTY GRIEVANCE PROCEDURES

### PREFACE

A school's policy on grievances is essential to the satisfactory solution of personnel problems. The grievance procedure provides a day-to-day test of the adequacy of performance in implementing policies, rules, and regulations. Grievances are filed to clarify issues in disputes stemming from differences of interpretation involving administrative directive, board policy, or negotiated contracts. Grievances are to be used, if necessary, when it is a policy concern in which the grievance is filed against a superior. Problems with peers will be handled through other channels involving the Ethics Committee and/or perhaps the Nebraska Professional Practices Commission. Nothing contained in these guidelines should be construed as limiting the right of any person with a grievance to discuss the matter informally with an appropriate member of the administrative staff, or the local professional association, or to proceed independently.

### **I. Definitions of Terms**

1) Grievance: A claim by a faculty member or group of faculty members that conditions exist which adversely affect terms and conditions of employment or claim that there has been a violation, misinterpretation, or misapplication of policy, regulations or contract language. Generally, grievances can be separated into four categories:

a) violation of policy - this grievance alleges that an existing policy has been violated because an administrator overlooked it or failed to apply it.

b) disagreement over the meaning or application of policy - in this kind of grievance the policy is not being challenged but rather the definition of words and their application. The grievant is alleging that the policy has been misapplied.

c) dispute over facts - in this category there is no dispute over the meaning of a policy, but rather what the facts are; e.g., the administrator claims the grievant has used all of his/her sick leave; the grievant records show that he/she has three days left. Another example might be a grievance involving a complaint in a faculty member's personnel file. The administrator has accepted a student complaint at face value. The purpose of such a grievance would be to refute the facts in the complaint and get the complaint removed.

d) disagreement as to equity of administrative actions or board policy - this is a difficult grievance to process since it requires subjective judgments on the part of those involved. The purpose here is to show that an administrative directive or action has denied a faculty member equitable treatment.

2) Grievant: Faculty member, or group of faculty members making the claim as provided in Section I. 1) above.

3) Faculty Member: Any full-time member of the instructional staff of the College.

4) PRR&R Committee: Professional Rights, Responsibilities, and Relations Committee of the Faculty Association.

5) Party In Interest: Person or persons making the claim, and any person who might be required to take action, or against whom action might be taken, in order to resolve the claim.

6) Time Limits/Days: All time limits or days herein shall consist of College working days. The numbers of days indicated at each level should be considered maximum, and every effort shall be made at all levels to expedite the process. Failure of any grievant to comply with the time limits contained herein shall constitute a waiver of right to appeal to the next step. Failure of the Board or its representatives to comply with the time limits at any level shall permit the grievant to appeal the grievance to the next level.

7) Grievance Meetings or Hearings: All meetings and hearings under this procedure up to and including Level III shall be conducted in private and shall include only the administration's representatives, parties against whom action might be taken, the grievant, and his/her designated representatives. All parties shall have the right to record the proceedings of any hearing or meeting at all formal levels of the grievance procedure.

## **II. Purpose:**

The Board purpose in having a grievance procedure for the College system is:

- 1) Unobstructed communication with respect to alleged grievances without fear of reprisal.
- 2) Reduction of the potential areas of conflict among staff members and administrators and members of the Board.
- 3) Two-way communication through recognized channels among administrators, staff members, local professional association, and the Board.

4) Development of improved morale and effectiveness of staff members.

5) Encouragement of faculty expression regarding conditions that affect them.

## **III. Procedures**

### **1) Level I (Informal)**

a) If a faculty member feels that he/she has a grievance, he/she must first discuss the matter with his/her administrator to whom he/she is directly responsible in an effort to resolve the problem.

b) The aggrieved person may have two local representatives from the PRR&R Committee to assist him/her in efforts to resolve the problem informally with the department head or appropriate administrators.

### **2) Level II (Formal - Grievance forms available in Human Resources Office)**

#### **STEP ONE**

a) If an aggrieved person is not satisfied with the disposition of his/her problem, or if no decision has been rendered after three days through the informal procedure, he/she may submit his/her claim as a formal grievance, in writing, to his/her Division Chairperson or the appropriate administrator, retain a copy of the said grievance for himself/herself, and forward a copy to the PRR&R Committee and Assistant to the President for Human Resources.

b) Within three days after receiving the written grievance, the Division Chairperson or appropriate

administrator shall provide an opportunity for the aggrieved person to meet with the administrator for the purpose of reviewing the grievance, and the administrator shall give to the aggrieved person a written opinion within two days.

### **STEP TWO**

a) If the aggrieved person is not satisfied with the disposition of his/her grievance at Step One, or if no decision has been rendered within three days after the presentation of the grievance in writing, he/she may file the written grievance with the PRR&R Committee within three days after the decision at Step One, or six days after the grievance was presented.

b) Within three days after receiving the written grievance, the PRR&R Committee shall provide an opportunity for the aggrieved person to meet with the Committee for the purpose of reviewing the grievance, and the PRR&R Committee shall give to the aggrieved person a written opinion within two days. If the aggrieved person is not satisfied with the opinion of the local PRR&R Committee at this point, he/she may appeal his/her grievance to the State PRR&R Committee. It is appropriate that this appeal be made through the Faculty Association Executive Committee.

### **STEP THREE**

a) Within three days after receiving the PRR&R Committee opinion, or within

six days after the grievance was filed with the Committee, whichever is sooner, the aggrieved person may file a written appeal with the PRR&R Committee for a hearing with the President. Within two days of its receipt, the Committee, through its Chairperson, shall submit such appeal to the President.

b) The President, or his/her authorized representative, shall act for the administration at Step Three of the grievance procedure. Within five days after receipt of the written appeal for a hearing by the President, the President shall meet with the aggrieved person and with representatives of the PRR&R Committee for the purpose of resolving the grievance. Each party in interest shall have the right to include in his/her representation such witnesses deemed necessary to develop the facts pertinent to the grievance. A full record (tape record recommended) of such hearing shall be kept by the President and made available to the parties involved upon written request. The President shall, within three days of the hearing, render his/her decision and reasons thereof, in writing, to the aggrieved person, with a copy to the PRR&R Committee.

### **STEP FOUR**

a) If the aggrieved person is not satisfied with the disposition of his/her grievance at Step Three, or if no decision has been rendered within three days after he/she had first met with the President, he/she may file the grievance again with the PRR&R Committee within three days after a decision of the President, or five

days after he/she first met with the President, whichever is sooner.

b) Within three days after receiving such further appeal, the PRR&R Committee, through its Chairperson, shall refer the grievance to the Board Chairperson.

c) The Board Chairperson shall schedule a hearing date that will allow ample time for the Board to act, but that will also allow for expedition of the grievance process. The Board Chairperson shall then notify all parties involved in writing of the date of the hearing. The Board, or its designated sub-committee thereof, shall conduct the hearing. Each party in interest shall have the right to include in his/her representation such witnesses deemed necessary to develop the facts pertinent to the grievance. A full record (tape record recommended) of such hearing shall be kept by the Secretary of the Board and made available to the parties involved upon written request. The Board will have five days from the date of the hearing to notify, in writing, the grievant and the PRR&R Committee of the decision.

### **3) Level III (Impasse Resolution)**

a) If the aggrieved person chooses not to accept the decision of the Board (Step Four), he/she may, within five days of receipt of notice of said decision, request that the PRR&R Committee challenge the Board's decision. Such challenge may be made only after it has been determined by the Committee that the grievance is meritorious and

related to the interpretation, meaning, or application of any rules, regulations, or policies of the College. The challenge shall be filed with the Board within five days of appeal by aggrieved person. If, within ten days of the filing of the challenge, the Board's decision is not accepted by the Faculty Association, the Board and the Faculty Association shall be considered at impasse and arbitration procedures shall be initiated, as specified in Level III b).

b) Within ten days after such written notice of submission to arbitration, the Board and the Faculty Association will select an arbitrator in the following manner: The Board and the Faculty Association will first attempt to select an arbitrator by mutual agreement. The arbitrator shall be an experienced, impartial, and disinterested person of recognized competence in the field of personnel policies or management. If the Board and the Faculty Association are unable to agree on an arbitrator within ten days after receipt of notice, then an arbitrator will be selected by the Board selecting one person, the Faculty Association selecting one person, and those two people choosing the third person who will become the arbitrator. If the selection committee of the Board and the Faculty Association fail to reach agreement on an arbitrator within ten days, an arbitrator shall be sought from the American Arbitration Association.

c) Once an agreement of an arbitrator has been reached, the

arbitrator's findings shall be forwarded to the Board within 15 days. The arbitrator's decision would be final and binding.

d) The cost of arbitration shall be shared equally by the Board and the Faculty Association.

#### **IV. Rights of Faculty Members to Representation:**

Any party in interest may be represented at all stages of the grievance procedure by himself/herself or by a representative of his/her own choosing. When a faculty member is not represented by the Faculty Association, a designated representative of the Faculty Association shall have the right to be present and to state its views at all stages of the grievance procedure.

#### **V. Other Considerations:**

If, in the judgment of the PRR&R Committee, a grievance affects a group of faculty members, the PRR&R Committee may submit such grievance, in writing, to

the President directly, and the processing of such grievance will commence at Step Two of Level II. Decisions rendered at Level II, Steps One, Two, Three, and Four, of the grievance procedure will be in writing, setting forth the decisions and the reasons thereof, and will be transmitted promptly to all parties in interest and to the Chairperson of the PRR&R Committee.

If the written grievance is not filed within 30 days after the faculty member knew, or should have known, of the act or condition on which the grievance is based, then the grievance shall be waived. A faculty member may withdraw his/her grievance at any level of the procedure without fear of reprisal from any party, prejudice, or record. No reprisals of any kind shall be taken by the Board, or by any member of the administration, or by the Faculty Association or its individual members, against any party in interest, and the PRR&R representative, or any other participant in the grievance procedure by reason of such participation.



## **APPENDIX D – NON-FACULTY EMPLOYEE GRIEVANCE PROCEDURES**

### **PREFACE**

A school's policy on grievances is essential to the satisfactory solution of personnel problems. The grievance procedure provides a day-to-day test of the adequacy of performance in implementing policies, rules, and regulations. Grievances are filed to clarify issues in disputes stemming from differences of interpretation involving administrative directive, board policy, or practices. Grievances are to be used, if necessary, when it is a policy concern in which the grievance is filed against a superior. Problems with peers will not be handled through the grievance procedure. Nothing contained in these guidelines should be construed as limiting the right of any person with a grievance to discuss the matter informally with an appropriate member of the administrative staff or to proceed independently.

The grievance policy and procedure is available for use by all employees, without discriminatory regard for race, color, religion, ethnic origin, age, personal disability, marital status, veteran status or sex.

### **I. Definitions of Terms**

1) Grievances shall be limited to the following circumstances:

a) violation of policy - this grievance alleges that an existing policy has been violated because a supervisor overlooked it or failed to apply it.

b) disagreement over the meaning or application of policy - in this kind of grievance the policy is not being challenged but rather the definition of words and their application. The grievant is alleging that the policy has been misapplied.

c) disagreement as to equity of administrative actions or board policy as defined in the Civil Rights Act of 1964. The purpose here is to show that an administrative directive or action has denied an employee equitable treatment. This grievance shall include, but not be limited to, charges directed by an employee against the College and/or its authorized representatives alleging discrimination in its employment practices as they relate to matters concerning race, sex, color, ethnicity, religion, age, disability, or other civil rights as protected by state and federal statutes or regulations.

d) alleged acts involving terminations of temporary employees and probationary staff shall be excluded from the grievance process; and with respect to matters including reappointment, evaluation, and promotion, the grievance shall be restricted to a claimed failure by the College to follow Board policy.

2) Grievant: Employee, or group of employees making the claim as provided in Section I. 1) above.

3) Employee: All employees other than instructional staff, i.e., adjunct, part-time, or full-time. In general,

this would refer to administrative/ professional and support staff.

- 4) Personnel Relations Committee: To insure proper representation, the committee will be composed of:
- a) One member from support staff;
  - b) One member from mid-management;
  - c) One member from executive management; and
  - d) The affirmative action officer (as a non-voting member) or his/her designee.

The Personnel Relations Committee will be designated by the President, or his/her designee, on a case-by-case basis so as to ensure that members of the Personnel Relations Committee have no predetermined interest in the grievance due to working relationships or connection to the actual grievance.

- 5) Party(s) In Interest: Person or persons making the claim, and any person who might be required to take action, or against whom action might be taken, in order to resolve the claim.
- 6) Time Limits/Days: All time limits or days herein shall consist of College working days. The number of days indicated at each level should be considered maximum, and every effort shall be made at all levels to expedite the process. Failure of any grievant to comply with the time limits contained herein shall constitute a waiver of right to appeal to the next step. Failure of the Board or its representatives to comply with the time limits at any level shall permit the grievant to

appeal the grievance to the next level.

- 7) Grievance Meetings Or Hearings: All meetings and hearings under this procedure up to and including Level III shall be conducted in private and shall include only the administration's representatives, parties in interest, parties against whom action might be taken, the grievant, and his/her designated representatives.
- 8) Release Time: A grievant, witnesses, and employees involved as principals shall be granted time away from work as necessary, in order to participate in the grievance process.
- 9) Ombudsman: The Assistant to the President for Human Resources shall serve as the Ombudsman unless this individual is a party in interest, in which case the President will designate an appropriate Ombudsman.

## **II. Purpose:**

The Board's purpose in having a grievance procedure for the College system is:

- 1) Reduction of the potential areas of conflict among staff members and administrators and members of the Board.
- 2) Two-way communication through recognized channels among administrators, staff members, and the Board.
- 3) Development of improved morale and effectiveness of staff members.
- 4) Encouragement of employees' expression regarding conditions that affect them.

### III. Procedures

#### 1) Level I (Informal)

a) If an employee feels that he/she has a grievance, he/she should first discuss the matter with his/her supervisor to whom he/she is directly responsible or to the next level of authority (if the alleged grievance is with the immediate supervisor) in an effort to resolve the problem.

b) If the employee is unable to resolve the problem as described in 1) above, the employee may seek assistance from the Ombudsman. The Ombudsman will work with the employee in an attempt to solve the problem at the lowest possible level.

c) In the even resolution is not possible informally, the employee with assistance of the Ombudsman shall prepare a written grievance in accordance with College policy. The Ombudsman shall assist the grievant in presenting his/her grievance to the Personnel Relations Committee.

2) Level II (Formal) The Personnel Relations Committee shall review all formal grievances filed and shall return to the grievant those applications which are not grievances as defined in Section I 1).

The grievant's opportunity to file a formal grievance would at this point be allowed or disallowed.

#### STEP ONE

a) If an aggrieved person is not satisfied with the disposition of his/her problem, or if no decision has been rendered after three days through the informal procedure, he/she may submit his/her claim as a formal grievance, in writing to

his/her appropriate manager/administrator (or his/her designated representative), retaining a copy of the said grievance for himself/herself, and the Assistant to the President for Human Resources. The grievant must file a formal complaint with the administrator, as described above, within 30 calendar days of the act that gave rise to the grievance.

b) Within three days after receiving the written grievance, the manager/administrator shall render his/her decision in writing to the grievant.

c) If the aggrieved person is not satisfied with the disposition of his/her grievance in Step One a), or if a decision has not been rendered in three days after the presentation of the grievance in writing, he/she may file a written grievance with the appropriate Vice-President, Dean, or Center Director within three days after the decision rendered in Step One a). The so-designated administrator shall give the aggrieved person a written opinion within two days.

#### STEP TWO

a) If the aggrieved person is not satisfied with the disposition of his/her grievance at Step One, or if no decision has been rendered within three days after the presentation of the grievance in writing, he/she may file the written grievance with the Personnel Relations Committee within three days after the decision at Step One, or six days after the grievance was presented.

b) Within three days after receiving the written grievance, the Personnel Relations Committee shall provide an opportunity for the aggrieved person to meet with the Personnel Relations Committee for the purpose of reviewing the grievance, and the Personnel Relations Committee shall give to the aggrieved person a written opinion within two days. If the aggrieved person is not satisfied with the opinion of the Personnel Relations Committee at this point, he/she may appeal his/her grievance to the President according to the provisions of Step Three a).

### **STEP THREE**

a) Within three days after receiving the Personnel Relations Committee opinion, or within six days after the grievance was filed with the Personnel Relations Committee, whichever is sooner, the aggrieved person may file a written appeal with the Personnel Relations Committee for a hearing with the President. Within two days of its receipt, the Personnel Relations Committee, through its Chairperson, shall submit such appeal to the President.

b) The President, or his/her designee, shall act for the administration at Step Three of the grievance procedure. Within five days after receipt of the written appeal for a hearing by the President, the President shall meet with the aggrieved person and with his/her representative for the purpose of resolving the grievance. Each party in interest shall have the right to

include in his/her representation such witnesses deemed necessary to develop the facts pertinent to the grievance. A full record (tape record recommended) of such hearing shall be kept by the President and made available to the parties in interest upon written request. The President shall, within three days of the hearing, render his/her decision and reasons thereof with a copy to the Assistant to the President for Human Resources.

### **3) Level III**

a) If the aggrieved person is not satisfied with the disposition of his/her grievance at Step Three, or if no decision has been rendered within three days after he/she had first met with the President, he/she may file the grievance with the Board Chairperson within three days after a decision of the President, or five days after he/she first met with the President, whichever is sooner.

b) The Board Chairperson shall schedule a hearing date that will allow ample time for the Board to act, but that will also allow the expedition of the grievance process. The Secretary of the Board shall then notify all parties in interest in writing of the date of the hearing. The Board, or its designated subcommittee thereof, shall conduct the hearing. Each party in interest shall have the right to include in his/her representation such witnesses deemed necessary to develop the facts pertinent to the grievance. A full record (tape record recommended) of such hearing shall be kept by the Secretary of the Board

and made available to the parties in interest upon written request. The Board will have five days from the date of hearing to notify, in writing, the grievant and the Assistant to the President for Human Resources of its decision.

c) Grievance Closure - the Board's decision shall be final and binding.

#### **IV. Rights of Employees to Representatives:**

Any party in interest may be represented at all stages of the grievance procedure by himself/herself or by a representative of his/her own choosing.

#### **V. Other Considerations:**

If, by the nature of the position of the grievant, the grievant's supervisor is Vice-President, Dean, Center Director, President, or the Board, then the formal

processing of such grievance will commence at the appropriate step that corresponds to the position of the grievant.

Decisions rendered at Level II, Steps One, Two and Three of the grievance procedure will be in writing, setting forth the decisions and the reasons thereof, and will be transmitted promptly to all parties in interest and to the Assistant to the President for Human Resources. If the written grievance is not filed within 30 days after the employee member knew, or should have known, of the act or condition on which the grievance is based, then the grievance shall be waived. An employee may withdraw his/her grievance at any level of the procedure without fear of reprisal from any party, prejudice, or record. No reprisals of any kind shall be taken by the Board, or by any member of the administration, against any party in interest, or any other participant in the grievance procedure by reason of such participation.

## APPENDIX E – ASSESSMENT OF STUDENT LEARNING

Assessment is a continuous-improvement process linked to learning. Various exams, activities, exercises, and projects are integrated into student coursework in order to serve two purposes: to measure learning achievements and to provide instructors with information about specific areas where students need more practice or work.

### Assessment Methods

Learning is assessed using both direct and indirect methods. Direct assessments are projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral and written exams. Direct measures are also called formal assessments or summative (summary of skills and abilities/competencies) assessment. Indirect indicators are self-report measures such as surveys (course, program, and institutional levels). These can include employer, student, and graduate satisfaction. This type of evaluation results in qualitative, rather than quantitative, data being gathered.

During the term, assessment instruments are sometimes used as diagnostics or to spot-check learning in certain, limited areas. These are called formative assessments, since the idea is to check on learning progress in order to understand whether or not a shift needs to be made in the instruction, or whether some material needs covered again.

### Classroom

**Formative assessments** employed during the course of a learning experience can include Classroom Assessment Techniques (CATs), Chapter/ Unit assignments or

quizzes, discussion forums, and teacher feedback on work in progress. An example of a **summative assessment** measure would be a final comprehensive exam or project given at the end of a course. The learning process occurs when the planning and design of classroom activities result in desired student outcomes. **Student learning activities** can include:

1. study a text book and other sources of information
2. perform course and lab activities
3. participate in distributed or collaborative learning assignments
4. demonstrate skills and techniques
5. respond to a variety of other-directed activities or assignments

*Adjunct instructors must follow all guidelines or participate fully in assessment measure design, delivery, or results analysis as directed by a faculty mentor from the division or the Division Chair. It is crucial to have adjunct instructors assisting in the assessment initiative.*

A faculty member can use classroom assessment techniques (CATs) to gather feedback about a single lecture/discussion, to examine the grasp of key concepts and issues of a topic to assess learner reactions to instructional activities. Feedback from classroom assessment techniques can impact learning in important ways. When a faculty member shares results of the CAT with students, that feedback can assist students in recognizing their strengths and weaknesses with content knowledge.

This will help students develop higher-order thinking skills, prepare for future topics, and even help them understand how they learn

best. Secondly, the results of the CATs can help faculty identify the student's current understanding of the topic, prepare for upcoming instruction, build upon what students currently know, and fill in knowledge gaps that might otherwise keep a student from progressing. CATs are brief and adaptable to a variety of learning environments. CATs can be conducted on a routine basis at the beginning or ending of class, in labs, internships, and in online classes. CATs can assist faculty in enhancing student success and improving academic achievement.

### **Courses, Programs, and Disciplines**

**Capstone course (or experience)** - A capstone course, project, or practical experience integrates the knowledge, concepts, and skills associated with an entire sequence of study within a discipline or program. The structure and content of a capstone experience is linked to a discipline/program's goals and objectives for student learning. Capstone experiences provide students with a forum to combine various aspects of their program/discipline experiences. Capstone experiences provide faculty and programs/disciplines with a forum to assess student academic achievement in a variety of knowledge and skills-based areas by integrating their educational experiences.

**Embedded assessments** - Assessment practices embedded within courses generate information about what and how students are learning within the programs/disciplines. This form of assessment takes advantage of existing curricular strategies. **Common embedded assessments include student projects, performances, papers, and questions placed within regular course assignments.** These projects, papers or

questions are intended to assess student outcomes. Embedded assessments are incorporated into all sections of the particular course or discipline, whether taught by full-time faculty or part-time instructors. The student work and/or responses are evaluated by faculty or outside reviewers to determine whether students are achieving the academic goals established by programs.

- In certain courses, such as math classes, departmental representative will distribute standardized (the same across all classes of a similar type) projects to be given to students or certain questions to be inserted in all math tests. The findings from comparing the results of analyzing the responses using a common rubric then let the instructors involved know how students are progressing in general against all other students in similar classes, as well as how they perform against a common standard. English classes and others use common assignments as well.

**Internship Performance** - Performance in a real-world setting is assessed through the use of a rubric. Students are assessed in their program/discipline- specific job skills, knowledge and in their ability to interact professionally by the supervisor at the internship location and the supervising faculty member. In most cases, a reflective report is required in which the student sums up the learning which occurred during the experience as well, which is also evaluated.

**Portfolio assessment** - Portfolios are collections of student work that exhibit, to faculty members and students, a particular student's progress and achievement in a

program or discipline of study. A portfolio used for assessment purposes can include research papers and reports, examples of student work, projects, self-evaluations, journals, case studies, as well as others.

**Pre/Post Testing** - This form of assessment is used to determine what a student has learned. A test or similar assignment is given at the beginning of a course or program and a similar test or assignment is given at the end. This form of assessment is helpful in measuring both cognitive and attitudinal development. The net learning is called value-added instruction.

**Standardized Examinations** - There are two types of standardized tests: norm-referenced and criterion-referenced examinations. Norm referenced exams describe performance in comparison to others, while criterion-referenced exams describe student performance directly and judges that performance by preset standards. WNCC requires that students take a standardized examination upon entry called *eCompass*, which assesses basic skills and readiness for a college education. This helps students begin course-work at the appropriate level, which can improve student academic success. The *eCompass* assesses reading, writing, and math and/or algebra skills. Based on the student's performance, students are advised into classes most appropriate for them. Some departments use standardized examinations to assess the ability of students to analyze and solve problems, understand relationships, and interpret material.

At graduation, the CAAP test is administered, which measures overall competencies in the same general areas as the placement tests, in order to determine

how well qualified the graduates are, how much each has learned, and whether or not the college is meeting its educational mission.

**Surveys and Interviews** - Data gathered by these measures are an indirect indicator of student learning since they measure satisfaction and impressions of educational experiences rather than direct knowledge and skills acquired. However, when combined with direct measures of learning, indirect indicators can provide a comprehensive view of means to enhance student achievement.

**Graduate surveys** - Graduate surveys have assisted in understanding the educational needs of our students. Students can provide us with important information about both our curriculum and Co-curricular activities. Information can include student insights about educational experiences, what they like or dislike about different instructional approaches, impressions about the classroom environment, program equipment and technology levels, and perceived benefits from student and instructional support services.

**Employer surveys** - Employer surveys provide useful information about the curriculum, programs, and students that other forms of assessment cannot provide. Employers provide information about skill levels of recent graduates, abilities to communicate effectively verbally and in writing, specific program competencies, and abilities to utilize current program-specific technology. Employer surveys help determine the relevance of educational experiences and programs.



Responsibility for assessment is college-wide and is shared by faculty, staff, students, and administration. In order for assessment to work well, students must also be active participants. Assessment information that directly demonstrates student learning starts with the students themselves. Students are responsible for participating in both the direct assessment activities (tests, products, portfolios, etc.) and indirect indicator activities (interviews, surveys, focus groups, etc.). Other roles that students can assume in assessment are:

1. Help to suggest or construct assessment activities
2. Provide feedback and comments on activities
3. Facilitate assessment activities by acting as assessors themselves. (Critiquing class projects and presentations of others students, group work evaluation, conducting campus surveys, etc.)

**APPENDIX F – STUDENT COMPENSATORY ABILITY SERVICES**



**WESTERN  
NEBRASKA**  
COMMUNITY COLLEGE

# **Programs and Services for Students with Disabilities**

## **Philosophy**

Western Nebraska Community College (WNCC) is committed to providing support for all students so that they may achieve their academic potential. The College has a non-discriminatory, open admissions policy.

Anyone who can benefit from instruction has the right to pursue an education at any WNCC instructional site. Students with disabilities choosing to attend WNCC need not reveal any disability during the admissions process, although they are invited to do so. Services are provided to give students with disabilities an equal opportunity to access the educational programming and activities offered.

Students with disabilities may enroll in any course for which they meet the standard prerequisites or qualifications for other students, and they may participate fully in the services and activities of the College. Status as a student with a disability is considered confidential and is known only to those individuals who need to have knowledge of the student's special learning needs. At WNCC, the Director of Counseling serves as the college's Disability Services Officer (DSO).

## **Legislation and Regulations**

The Americans with Disabilities Act (ADA) of 1990 reinforces previous legislation: the Rehabilitation Act of 1973 and Section 504 of the Rehabilitation Act enacted in 1977.

The Rehabilitation Act of 1973 prohibits discrimination against handicapped individuals by institutions receiving or benefiting from federal funds. Section 504

requires institutions to remove barriers which prevent qualified persons with disabilities from participation in higher education. Section 504 of the Rehabilitation Act states: "No otherwise qualified handicapped individual in the United States shall, solely by reason of [her/his] handicap, 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 (ADA) contends that a person with a "physical or mental impairment" that substantially limits one or more major life activity is considered an individual with a disability. The explanation of "mental impairment" includes "any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities." Attention Deficit Hyperactivity Disorder (ADHD) has also been recognized as fitting the definition of "physical or mental impairment."

As a public institution of higher education, Western Nebraska Community College is governed by Title II of the ADA and makes "reasonable accommodation" for students with disabilities. Services and modifications constituting "reasonable accommodation" are determined on a case-by-case basis. Once the DSO has received a bona fide disability report, along with any accommodation recommendations, from an appropriate professional services provider, the DSO works in consultation with the student, the Vice President of Human Resources and Institutional Development

(WNCC Compliance Officer), and WNCC faculty/administrators as appropriate to determine “reasonable accommodation.”

Accommodations are provided to students with disabilities to enable them to participate and acquire appropriate access to College programs and activities. “Reasonable accommodation” shall not include lowering of academic standards

### **Definitions and Types of Disabilities**

A person with a disability is, generally, anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Disabilities include, but are not limited to, hearing, orthopedic, speech, or visual impairments, cerebral palsy, diabetes, hemophilia, epilepsy, multiple sclerosis, muscular dystrophy, cancer, heart disease, mental retardation, emotional illness or perceptual handicaps such as dyslexia or other learning disabilities, developmental aphasia, and attention deficit hyperactivity disorder.

Visible disabilities are noticeable through observation, such as an immediately recognizable physical impairment, or the use of a cane, wheelchair, or crutches. Some students possess hidden disabilities, which are not immediately observable. Other students have multiple disabilities, primarily due to conditions such as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury. These conditions may also be accompanied by secondary impairments in mobility, vision, hearing, speech, or coordination.

### **Visual Impairments**

The category of visual impairments consists of disorders of the structure and functions of the eye, including (but not limited to) one or more of the following:

1. Visual acuity of 20/70 or less in the better eye after the best possible correction;
2. Peripheral field constricted to the extent that a student's ability to function in an academic setting is affected; or
3. Progressive loss of vision affecting a student's ability to function in an academic setting.

Examples of visual impairments include cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

### **Physical Impairment**

Certain physically disabling conditions, such as musculoskeletal, connective tissue and neuromuscular disorders, may require adaptation of the physical environment or curriculum. Physical disorders pertaining to muscles and nerves, usually resulting from disease or birth defect, are considered physical impairments, and include such conditions as muscular dystrophy and congenital muscle disorders. Other examples of physical impairments include, but are not limited to, the following: cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury, spinal cord injury, arthritis, rheumatism, intracranial hemorrhage,

embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, and congenital malformation of brain cellular tissues.

## **Hearing Impairments**

Significant hearing loss of 30 decibels or greater, pure tone average of 500,1000, 2000 Hz, ANSI, unaided, in the better ear constitutes a disabling condition. Examples include, but are not limited to, the following: conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

## **Speech Impairments**

Speech impairments include disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

## **Specific Learning Disabilities**

In the context of higher education, the term "specific learning disabilities" refers to a group of disorders in which individuals of average to above-average intelligence experience difficulty in taking in, expressing, or retaining information. Learning disabilities lead to "significant difficulties in the acquisition and use of listening, speaking, writing, reading, reasoning, or mathematical abilities, or of social skill." Examples of learning disabilities include, but are not limited to,

dyslexia, dysgraphia, dysphasia, and dyscalculia.

Not all causes of learning disabilities are known, and there is no known way to correct or "cure" the disorder. A learning disability *is not* a form of mental retardation or an emotional disorder. While possessing average to above-average intellectual ability, individuals with learning disabilities show a distinct discrepancy between potential and expressed achievement. A learning disability may affect one or more areas of academic performance, such as reading comprehension, spelling, written expression, math computation, and problem solving, while leaving other areas relatively unaffected. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with learning disabilities may also have language-based and/or perceptual problems.

## **Psychological Disorders**

1. Mental, psychological, or personality disorders: any emotional or behavioral disorder that creates an unstable condition in the individual's actions. These disorders include psychotic disorders; anxiety disorders; alcoholism; drug dependence; and other character, personality, and behavior disorders.
2. Attention Deficit Hyperactivity Disorders: attention deficit disorders with and without hyperactivity can significantly impact on the student's ability to function effectively in traditional educational settings without manipulation of the environmental surroundings.

## Other Impairments

Other conditions, while not cited above, may necessitate administrative or academic accommodation. Such conditions may include, but are not limited to, the following:

1. Chronic health conditions: cardiovascular disorders, blood serum disorders, respiratory disorders, digestive system disorders, diabetes, epilepsy, and other medical conditions can create substantial limitations for students involved in postsecondary programming.

## Disability Services and Accommodations Contact for Students with Disabilities

Students requesting assistance or accommodation are asked to contact the Disability Services Officer. Referrals for students that have a learning disability are also made to the DSO. The DSO's office is located in Room 122 of the Clark N. Williams Multicultural Learning Center building and may be contacted by calling (308)635-6050 or (800)348-4435 ext. 6050.

The DSO is responsible for coordinating specific services and resources for students with disabilities at all instructional sites of Western Nebraska Community College. The DSO, working with instructors and staff, will assist students in acquiring appropriate accommodations for their disabilities. Questions about accommodations and auxiliary aids for specific disabilities should be directed to the DSO.

Documentation verifying a student's disability is required in order to initiate reasonable accommodations. Such documentation must be provided by a qualified professional who diagnoses the disability and should be sent to:

Disability Services Officer  
Western Nebraska Community  
College  
1601 E 27th Street  
Scottsbluff, NE 69361-1899

Documentation regarding a disability received by the DSO is kept confidential and does not become part of the student's open academic record at WNCC. However, limited information may be divulged to the classroom instructor in whose course the accommodation is sought, on a "need to know" basis, when appropriate to clarify classroom accommodations, as well as to College officials or other parties involved in appeals of various types (see appeals specifications and type).

## Accommodations

Information about additional campus resources can be obtained from the DSO. Possible accommodations may include the following, among others:

1. For Students with Mobility/Orthopedic Impairments
  - a. Accessible housing
  - b. Special parking spaces
  - c. Re-location of classes to accessible classrooms
  - d. Priority scheduling
  - e. Assistance in obtaining classroom accommodations (e.g. seating)
  - f. Furnishing Note takers

- g. Curb cuts, ramps, and chair lifts in specific locations
  - h. Alternative testing arrangements and formats, including extended time, distraction-reduced environments, and oral or typed testing methods
  - i. Textbooks on CD-ROM
  - j. Classroom furniture with appropriate support
2. For Students with Hearing Impairments
- a. Assistance in obtaining classroom seating accommodations (e.g. front-row seating)
  - b. Assistance in arranging interpreters/captionists
  - c. Assistive listening devices
  - d. Furnishing Note takers
  - e. Priority scheduling
  - f. Alternative testing arrangements and formats, including extended time, distraction- reduced environments, and oral or typed testing methods
  - g. Assignments provided in writing as well as orally
3. For Students with Visual Impairments
- a. Assistance in accessing Recording for the Blind and Dyslexic resources
  - b. Readers and note takers
  - c. Priority scheduling
  - d. Assistance in obtaining classroom accommodations (e.g. front-row seating)
  - e. Library research help
- f. Enlarged print for test and class materials
  - g. Audio cassette players/recorders
  - h. Alternative testing arrangements and formats, including extended time, distraction- reduced environments, and oral or typed testing methods
  - i. Access to assistive technology, including computers with large print, speech, or Braille output software
4. For Students with Identified Learning Disabilities
- a. Audio cassette players, recorders, CDs, or any other appropriate media/recording device
  - b. Assistance in obtaining taped textbooks and quiet study locations
  - c. Assistance in accessing Recording for the Blind and Dyslexic resources
  - d. Assistance in obtaining classroom accommodations
  - e. Priority registration
  - f. Alternative testing arrangement and formats, including extended time, distraction-reduced environments, and oral or typed methods
  - g. Use of auxiliary aids in class and during tests
  - h. Assignments provided in writing as well as orally
  - i. Access to assistive technology
  - j.

## **Documentation**

### **Required Documentation – General Information**

In order to evaluate fully requests for accommodations or auxiliary aids, WNCC will need documentation of the disability in the form of an evaluation by an appropriate professional that describes the current impact of the disability as it relates to the accommodation request. All contact information and documentation received is kept in separate confidential files. Documentation provided will be used by the DSO to evaluate requests for accommodation or auxiliary aids. The evaluation process includes a review of the documentation itself and, in the context of documentation, on the fundamental goals and essential standards of the program, course, service, or benefit in question.

The evaluation process will generate a list of potentially reasonable accommodations that will then be reviewed based on potential effectiveness, maximum level of integration, and the potential for an undue financial or administrative burden.

These guidelines below were developed to assist the student in working with the treating professional(s) to prepare the information needed to evaluate your request. Additional information is available from the DSO regarding useful information relevant to specific disability areas. For further clarification, please contact the DSO by calling the main switchboard and requesting to be connected to the Director of Counseling. Contact information is also available on the WNCC website at [www.wncc.edu](http://www.wncc.edu).

### **Documentation should normally include the following:**

1. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis: The diagnostic systems used by the Department of Education, The State Department of Rehabilitative Services or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.
2. A description of the diagnostic criteria and or diagnostic test used: This description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available; the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and with current professional practices in the field. Informal or non-standardized evaluations should be described in enough detail so that a professional colleague could understand their role



and significance in the diagnostic process. An adult-norming population will be used which consists of members of at least 16 years of age.

3. A description of the current functional impact of the disability: The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures. Currency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.
4. Treatments, medications, assistive devices/services currently prescribed or in use: A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted.
5. A description of the expected progression or stability of the impact of the disability over time: This description should provide an estimate of the change in the functional limitations of the

disability over time and/or recommendations concerning the predictable needs for re-evaluation.

6. The credentials of the diagnosing professional(s): Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

Beyond the elements included in documentation files, recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services within the context of the diagnosis will be considered. As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be added.

Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodation and/or auxiliary aids. Where such recommendations are congruent with the programs, services, and benefits offered by WNCC, they are given high-priority consideration. When recommendations go beyond services and benefits that can be provided by the college, referrals to area or regional service providers may be necessary.

### **The Process: Accommodation Requests and Appeals Student Requests for Customary Accommodations**

*An accommodation consideration process requires active participation by the student as well as College representatives. The*

*requestor of an accommodation is responsible for initial contact with the Disability Officer (DSO) and for producing necessary materials for the DSO to use in evaluating/determining the accommodation strategy. **Requests must be supported by appropriate documentation.** Naturally, any requirements from the College officials for further information must be handled in a timely manner so that the process of consideration can begin as soon as possible.*

Accommodations should be requested and arranged prior to each semester that they are needed, or as required activities change. Approved accommodations may differ depending upon student needs and class requirements each semester. The standard is to provide reasonable accommodation without jeopardizing the academic integrity of the educational experience.

However, if the DSO believes that an accommodation need is likely to persist throughout an academic year and remain relatively the same into subsequent courses, the DSO may “renew” all or part of an accessibility strategy or an accommodation so that it will persist during one academic year (following the typical cycle of fall—spring—summer terms, to include any quarter or compressed delivery classes taken by the student during that calendar cycle). This extension of limited accommodation based upon DSO-ratified need shall apply in all courses designated by the DSO, so that new courses may be covered as the student progresses through the academic year. If the student obtains an accommodation at some point after the start of the typical academic year commencing in the fall

term, the semester-by-semester or term-to-term renewal suspension shall still expire at the end of the academic year in which the original accommodation(s) was/were designated by the DSO.

At the discretion of the DSO, an accommodation may be prescribed in the interim for students who are obtaining the necessary documentation or waiting for a formal letter of diagnosis, under the following conditions and guidelines:

1. The student can document to the DSO that she or he has received similar types of accommodations in the past during a previous educational experience; or
2. The DSO believes that the accommodation is reasonable to be carried forward into the College setting until such time as the formal review can be completed; or
3. The DSO believes that the accommodation will, upon receipt of the documentation, fall under the “reasonableness” standard of accommodation for the student and the institution; or
4. The DSO believes that necessary documentation is actually in process; and
5. The interim accommodation does not last more than one academic term or semester.

In all cases, the DSO is presumed to be operating under good faith; if she/he comes to believe that there are or have been material misrepresentations of fact,

that necessary documentation is not being sought, or that the student is in some way hindering the process in order to achieve advantage, the DSO reserves the authority to terminate any part or all of the accommodations granted provisionally. **The DSO may also limit or alter provisional accommodations at any time.**

A student who undergoes a change of circumstance (whether improvement or increased difficulty in performing tasks or accessing or processing information) in regard to an accommodation for equal access must report the change in circumstance to the DSO, who will begin a review of the accommodations prescribed. In order to issue new or more prescriptive accommodations, the DSO reserves the authority to require new or supplemental documentation from the previous source of diagnosis and documentation or from a second source that can offer the same or a similar level of expertise.

Failure either to request accommodations or to submit appropriate and complete documentation of disabilities in a timely manner may result in a delay in the accommodation process. **The procedure for a student to request an accommodation is as follows:**

1. The student will provide documentation from an appropriate disability-diagnosis professional to the DSO. The definition of “appropriate” professional shall be relative to the nature of the student disability claim, but in all cases the report accepted by the DSO shall be

prepared by a person possessing necessary licensing and certification in the field related to the diagnosis. The DSO retains the right to accept or reject reports for documentation from any source based upon his/her acceptance of the credentials of the individual, organization, or institution forwarding the materials.

2. The DSO will notify the student when documentation is received and request additional information as needed.
3. The DSO will create a student file in the Disability Services office.
4. The DSO will review the documentation provided by appropriate professionals.
5. The student will register for classes, if she or he has not already done so, and will request accommodations from the DSO. It may take several weeks or even months to arrange certain accommodations, such as Braille, large print, audio tape, interpreters, real-time captionists, and specialized technology. Consequently, students requesting these accommodations should contact the DSO well in advance, if possible.
6. The DSO will assign appropriate services and accommodations based on the student’s needs and the information in the documentation report(s) provided by the diagnosing professional. The student and affected faculty members will be informed in writing of the designated

accommodations within five (5) working days of the DSO receiving the necessary documentation of need. If either a student or an instructor requires clarification of the process, procedure, device, or technique to be employed, she or he may contact the DSO for further explanation. However, once prescribed, any accommodation is to be implemented by the next class session (if feasible), or by the earliest time when a required change in the structure or nature of the information delivery or other method, device, or format can be adapted into regular use.

7. The student is responsible for informing the DSO of concerns arising with regard to signed and implemented accommodations. If these concerns are not adequately addressed by the DSO, the student may begin the appeals process.
8. Instructors with questions or concerns are encouraged to work diligently with the DSO. If after good faith efforts to understand the situation and find a solution they still believe that the accommodation will fundamentally alter or subvert the academic standards of the course, will cause unreasonable alterations to the course methodology so as to harm the learning environment for other students, or who can demonstrate that the cost or effort associated with the accommodation is prohibitive, may also file an appeal for review.

9. In the event that either the student or the instructor in an affected class does not agree with the type or extent of an accommodation prescribed by the DSO, ***the accommodation as originally determined by the DSO will be followed as presented unless the appeal process has been completed and an order of change has been distributed in writing by the DSO following his or her having received direction from a duly constituted and authorized body representing the College.***

### **Student Appeal of the Efficacy or Sufficiency of an Accommodation**

1. The student initially contacts the DSO, explaining her or his concern regarding the recommended accommodations.
2. The DSO will review the concerns of the student and re-evaluate the student's documented needs and the approved accommodations. Based on this evaluation, the DSO may provide a revised accommodations plan, if determined to be necessary.
3. If the student challenges the adequacy of the accommodations plan provided, she or he may file an appeal in writing to the Associate Dean of Student Services. Such an appeal must be filed within (5) days of receiving the accommodations plan, or as soon as is reasonable after the student comes to believe that he or she is not being properly served by the accommodation (i.e. a testing method accommodation is not tried

until three weeks after the initial accommodation order).

*Students should include the following items in their appeal:*

- a. The accommodations that are being appealed;
  - b. The rationale for the appeal;
  - c. Additional documentation that supports the appeal.
4. After considering the appeal, the Associate Dean of Student Services will submit her or his recommendation to the student and the DSO within 5 working days.
  5. If a student does not agree with the Dean's recommendations, he or she may appeal to an **Equal Access Review Panel (EARP)** by submitting a written appeal to the Institutional Compliance Officer, who will order the formation of the EARP.
  6. The **EARP** will have the following structure and membership:
    - a. Chaired by the Institutional Compliance Officer (the Vice President of Human Relations and Institutional Development)
    - b. Includes the Vice President of Student Services
    - c. Includes the Vice President of Educational Services
    - d. Includes the Division Chair in whose division the affected faculty member resides, or the supervisor of the staff member who is affected by the question, policy, or dictate

At the discretion of the Chair, **EARP** members may consider written information from, consultancy with, or participation by the College's Disability Services Officer, the College attorney, or any other legal or procedural expert in the ADA field. Such experts or officials whom the Chair believes can help the committee members make an effective, fair, and legal determination may also participate as ex-officio members.

7. The proceedings of the EARP may take place at any of the College sites; the location and time to be determined by the Chair, although the committee must meet for the first time within five (5) days of the Compliance Officer having received written notice of an appeal from the student and must make deliberate and reasonable progress in reviewing materials, accepting testimony, and deliberating to conclusion.
8. If a student is forced to travel to the Scottsbluff main campus in order to present or prosecute an appeal, he or she is able to collect travel reimbursement at the same rate determined by the College for employee business travel. All efforts must be made to avoid the student having to miss other classes in order to appear at a meeting or to hold conferences relevant to the appeal with College officials, regardless of the student's "home" campus or class location.
9. A student has the right to present both oral and written testimony, to

produce expert witnesses who may speak to the specific condition or the designated accommodation. The EARP Chair has the right to allow or to disallow a witness proposed by the student based upon the Chair's estimation of the professional credentials or degree of familiarity or expertise in the specific area relating to the disputed accommodation.

10. A final determination is based upon a simple majority vote to determine whether to uphold or deny the student appeal. If an appeal is upheld, the EARP may agree to the student's request for alteration in whole or in part, so that the panel may indicate a variance in the accommodation besides the one recommended by the student.
11. If the committee endorses a change to the accommodation determined by the DSO, the EARP Chair will issue an order of change which is endorsed by the committee. The committee's recommendations for change will become effective as soon as the order of change is signed, or as soon as is reasonably possible in the event that the change requires purchasing equipment or other procedures which cannot be accomplished immediately. However, in the case of necessary purchases, action will be taken immediately to secure the items or to begin necessary arrangements to secure them.
12. The decision reached by the EARP is the final appeal available to the student (except in the case outlined in Note F for Set-Aside of an EARP

Ruling or Decision).

### **Student Requests for Accommodations That May Modify the Course, Program, or Educational Requirement**

Reasonable accommodations, as defined by the law, may include modifications to the course, program or educational requirements as are necessary and appropriate so that such requirements do not discriminate or have the effect of discriminating on the basis of disability.

Academic requirements that are essential to the course or to the program of instruction being pursued by the student, or which relate directly to licensing requirements, will not be considered for accommodation, nor will they be regarded as discriminatory within the meaning of this section.

**Accommodations assigned must not fundamentally alter the essential nature of a course, program or activity, may not result in a direct threat to health or safety, and will not pose an undue financial or administrative burden to the institution.** Request for modifications shall follow the established procedure:

1. **Eligibility:** A student with a documented disability may request a modification of certain generally applicable institutional requirements (for example, the number of units to be taken in an academic semester, substitution for otherwise required courses, course retakes, certain aspects of academic standing, and so forth).
2. **Procedure:** The request should be made to the DSO in writing as early

as possible (that is, at least ten (10) business days before the beginning of the academic semester, or as soon as the need arises) and should be accompanied by documentation of the disability that supports the request. The request shall also include the requesting student's name, address, e-mail address, and phone number.

3. **Determination:** The DSO will verify that the documentation is current, comes from an appropriate professional, and that his or her office supports the request. The DSO will then forward the student's request to the Dean of Educational Services for review, to the Associate Dean or Vice President of Student Services (for information only), and to the Compliance Officer, who monitors the timing of the review process. The request will be reviewed by the Dean of Educational Services within five (5) business days of having received the completed request (including necessary documentation) from the student. This time period may be extended by the Dean of Educational Services or his or her designee if he/she can demonstrate to the Compliance Officer good cause to do so.

Appropriate modifications of academic regulations are determined following an individual evaluation of each request. Among the factors relevant in determining appropriate modifications of academic requirements for students are:

- a. The recommendation of the DSO and the estimated effect

on a particular course or program in question;

- b. Whether a course substitution or waiver is generally provided by other institutions to accommodate the student's particular disability;
- c. Whether experts in the field may recommend a course substitution or waiver as an academic adjustment for the particular disability;
- d. Whether the student's expert, and, if applicable, the College's expert, recommend a course substitution or waiver for the student; and/or
- e. Whether the course for which a substitution or waiver is sought is an essential requirement of the program of instruction the student is pursuing.

4. **Notification:** The Dean of Educational Services will notify the student in writing of the decision within five (5) business days of having received the request and the DSO's recommendation (unless the response time for review has been extended as stated above in Point 3, Determination). If the Dean of Educational Services agrees that the accommodation is reasonable and allowable, the necessary alterations, modification, or variances to the academic regulations will occur.

## **Student Appeal of Denied Requests for Accommodations That May Modify the Course, Program, or Educational Requirement**

In the case that the Dean of Educational Services does not approve the change or waiver of course or program requirements, the student may appeal this ruling through a written appeal to the Institutional Compliance Officer, who again convenes and chairs an **EARP** for review.

Review by the **EARP** normally shall be limited to the following considerations:

1. Were proper and sufficient knowledge, facts, and criteria brought to bear on the decision?
2. Did improper or extraneous criteria substantially affect the decision to the detriment of the student?
3. Is there new information which was not available to the decision maker?
4. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the student?
5. Given proper facts, criteria, and procedure, were the decision ones which a person in the position of the decision-maker might reasonably have made?

The determination and appeal procedure set forth in this Section V will supplant both the Student ADA / Section 504 Grievance Procedure and the Student Rights Appeal Procedure for requests for modification of academic requirements

due to disability. Questions concerning the applicability of this procedure should be directed to the DSO.

## **Faculty and Staff Accommodation Questions/Objections Resolution Process**

Faculty or staff members who have a concern regarding the implementation of the accommodations plan for an individual student or who need assistance or clarification should contact or meet with the DSO immediately.

If a concern still exists, he or she should contact the Dean of Educational Services, who will consider the materials presented, consult with the DSO, and offer to the faculty or staff member a recommendation to follow or deny the accommodation within five (5) working days of receiving notice (unless a valid business reason causes further delay).

Faculty or staff members who still may not agree that the accommodation should be upheld may appeal in writing to the Compliance Officer, who will convene an **EARP** for the purpose of receiving and deciding upon the appeal. The **EARP** will follow these guidelines:

1. The **EARP** will consist of the same members as a student appeal panel formed to examine the issue (i.e. an accommodation that may modify the course or program), with the Compliance Officer retaining the right to make discretionary appointments. In all cases, the DSO will sit in an advisory capacity.
2. The findings of the **EARP** will either uphold the Dean of Educational



Services' decision or may result in a change order. Either way, the EARP ruling is the final appeal for a faculty or staff member as well, except for a presidential set-aside ruling.

### **Set-Aside of an EARP Ruling or Decision:**

Whenever an **EARP** determination is made, the Compliance Officer for the College will communicate that decision to the College President. The President reserves the right to set aside a finding or to order a change contrary to the panel's order in the extremely rare case that the President believes one of the following:

1. The decision will place the College in legal jeopardy (on local, state, or federal levels) because of a possible violation of an ADA tenet or the violation of a civil law pertaining to the rights of individuals; or
2. The decision was not based on a clear or adequate presentation of facts because some of them could not be or were not disclosed.

Although this discretionary authority rests with the President because he or she bears ultimate responsibility for the procedures, operations, and policies of the institution, a change, set-aside, or modification of a decision reached through due process as described above does not prohibit an individual from seeking civil remedy or from consulting with or enlisting the aid of outside agencies, such as a legal aid society, a teacher union, a local advocacy agency, or even a private attorney.