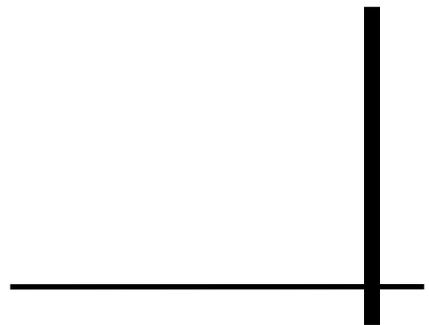
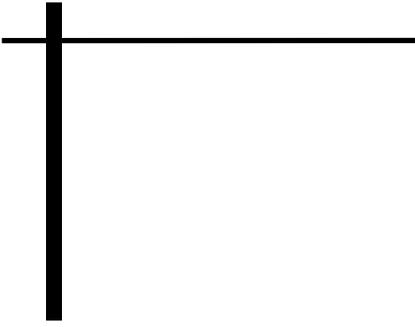


ALPHA  
*Center*  
Guidelines

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## Introduction

The ALPHA Center is a place for learning, writing, and testing facilitation. It joins with faculty by providing academic support for students. As the ALPHA Center has grown with Northwestern into the twenty-first century, its services have diversified. We are providing this manual of guidelines in order to be consistent, equitable, and clear in all our services. This manual is subject to revision. You will find that the manual is divided into the following sections, some with subdivisions. Each section provides philosophy, policy, and procedures for the students, faculty, and administration who are served by ALPHA and for the personnel in ALPHA.

This information is subject to change or revision throughout the year.

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If you have any questions, feel free to contact the ALPHA Director (651-628-2073) or Coordinator (651-628-3316).

## **Guidelines for Testing Facilitation**

Testing facilitation is a service to currently enrolled students at Northwestern and to the faculty and administration requiring exams. Its purposes are the following:

1. To provide a testing environment for individual students who are permitted to take exams at alternative times than the times the exams are given in class.
2. To provide a testing environment for individual students being given test-out and standardized exams by Northwestern faculty or administration.
3. To provide a testing environment for individual students taking correspondence exams either through the Center for Distance Education or other institutions.
4. To provide alternative testing conditions for DOSS students as permitted by their service agreement.

### **I. Definitions of Testing Responsibility**

#### **A. Student's Responsibility**

It is the student's responsibility to request to take a make-up or test-out exam from the instructor.

#### **B. Professor's Responsibility**

If the instructor agrees to the request, it is his or her responsibility to inform the ALPHA Center of the reasonable conditions of the testing environment—the same that would be expected in his or her classroom—by filling out an ALPHA Center Exam In-Take Form. These forms are available at the Center or on [therock.nwc.edu](http://therock.nwc.edu) in the ALPHA Center box. It is also the professor's responsibility to get the test to ALPHA by either bringing it to the Center or e-mailing it.

#### **C. ALPHA's Responsibility**

The Center's responsibility is to provide the best examination environment according to the reasonable expectations of the instructor.

### **II. An Optimal Testing Environment**

In accordance with these responsibilities and expectations, the testing environment for general testing in the ALPHA testing area is characterized by the following:

#### **A. Testing Materials Only**

Materials not necessary for the exam are not allowed in the testing room. This policy includes leaving bags, books, cell phones, iPods, other electronic devices, and other materials (with the obvious exception of appropriate books for open-book exams) outside the testing room.

## **B. Quiet Testing Room**

No talking is allowed in the testing room. No food or drink is allowed in the testing room.

## **III. Accurate Record Keeping**

All students taking an examination must have a proctor sign them into the ALPHA log before receiving the exam. After completing the examination, the student must immediately return it to ALPHA personnel. The proctor must then sign the student out. The sign-in and -out log includes the student's name and ID number; time limit; the type of exam; Day School, FOCUS, DE, or CGS; professor; and subject. ID numbers are kept confidential by ALPHA personnel. The ALPHA Center maintains records of testing logs indefinitely.

## **IV. Integrity of Exams**

In cooperation with the instructors, the ALPHA Center desires to protect the integrity of the exams.

### **A. Students Leaving the Testing Area Without Completing the Exam**

Students who leave the testing area after having partially completed an exam may not return to finish it without the instructor's permission. If requested, the proctor will try to contact the instructor by phone; otherwise, the ALPHA Center will return the exam with an attached note. The instructor may choose to send the exam back to the Center for the student to finish.

### **B. Students Leaving the Testing Room During an Exam**

Students are to remain in the testing room the entire time period they are taking the exam. ALPHA personnel may, at their discretion, allow students to leave for a short time because of an emergency or to go to the restroom. However, personnel will document all such interruptions on a signed note to be sent with the exam to the instructor.

### **C. Monitoring of Students Taking Exams**

#### **1. Verifying the Student's Identity**

The ALPHA proctor will ask all students taking exams at ALPHA for a picture ID to verify their identities before handing out any type of exam.

#### **2. Seating the Student**

The proctor is responsible for seating the student for an exam. This responsibility may include walking the student into the testing room and seating him or her, if possible, at least two desks away from a student taking the same exam (i.e. with one desk between the two students).

#### **3. Watching the Time**

The proctor watches the time limit for the student and warns the student when his or her time limit is almost completed. If the instructor did not write down a time limit, the exam is considered untimed. The proctor beginning a new shift checks the log book for the time limits of students already taking exams.

#### **4. Responding to Cheating**

The proctor is responsible to check on students periodically as they take exams. If a proctor is certain a student is cheating, the proctor will ask the student to turn in the exam. Then, the proctor will write a note documenting the cheating to the instructor and attach the note to the exam before it is returned. The proctor will also inform the ALPHA Coordinator.

#### **D. Accessing Testing Files**

Only ALPHA personnel have access to the testing cabinets.

#### **E. Returning Exams**

ALPHA personnel return completed exams by the end of the scheduled service hours, either by sliding them under the instructor's office door, handing them to the instructor or his or her TA, or sending them through the Mail Center. Personnel do not set the exams outside the instructor's office but will slide the exam underneath the office door in an ALPHA Test Return envelope.

##### **1. Returning of an Exam by the Student Taking the Exam**

In order for a student to return an exam directly to the instructor, the ALPHA Center must have written or verbal permission from the instructor.

##### **2. Holding Exams**

If requested by the instructor, the ALPHA Center will hold completed exams until an instructor or TA picks them up. At the end of the semester, the Center will return all materials within the instructors' files, including held exams, to the instructor.

##### **3. Returning Exams to Adjunct Faculty**

Instructors without offices or mailboxes will have exams held in the ALPHA Center for them to pick up at their convenience. If instructors provide a phone number on the exam In-Take form, the ALPHA Coordinator will call them when any exams have been completed.

#### **IV. Other Materials in Testing File**

An instructor may request to have completed exams or other materials in his or her files for students to review. The student cannot leave the testing area with the completed exam or other materials unless written or verbal permission is given by the instructor.

#### **V. Service Hours for Testing**

During the traditional academic school year, the ALPHA Center testing hours are from 8 a.m. to 4:30 p.m. on Monday through Friday, except during chapel, 10:20 to 11

a.m. Services during breaks in the traditional academic school year and in the summer are offered, but the schedules vary based on need and availability of staff. Unless otherwise permitted by the Director or Coordinator, students may take exams only during scheduled hours. Students are encouraged to plan and budget their time when taking exams. Students who have not completed an exam before chapel or before the Center closes will be asked to turn in the exam. The ALPHA Center returns the incomplete exams by the end of the day unless the instructor gives verbal or written permission to ALPHA personnel for the student to return to the Center to finish the exam during regularly scheduled hours.

#### **VI. Testing Support for Accommodation**

For referred DOSS students, testing support includes, but is not limited to, such things as a private room, a reader, enlarged text, a scribe and/or extended time. The type of support must be noted as necessary on the DOSS Service Agreement in order for the student to receive accommodation. Students who need testing support other than extended time are required to notify the ALPHA Coordinator 24 hours in advance and are encouraged to notify the ALPHA Coordinator 48 hours (during business days) in advance of service.

NOTE: When submitting a DOSS student's exam to ALPHA, instructors are responsible for accurately noting on the testing In-Take form any accommodations that the student needs, paying special attention to the time allowed for the exam.

#### **VII. Administering Correspondence Exams in ALPHA for Current Students**

Currently enrolled students at Northwestern College may take correspondence exams from the Northwestern Center for Distance Education or from other institutions in the ALPHA Center. The Center returns incomplete exams at the end of Northwestern's academic semester or at the request of the sending institution. Due to space and personnel limitations, any test taker who requires a personal proctor or listening room should contact the ALPHA Center to make an appointment at least 24 hours in advance (business hours) of the needed service.

#### **VIII. Administering Correspondence Exams in ALPHA for Previous Students**

Previously enrolled students at Northwestern College may take correspondence exams in the ALPHA Center for a fee of \$10 per hour paid in cash or by check made out to "cash." Students may have their exams sent to ALPHA, and the Center returns incomplete exams at the end of Northwestern's academic semester or at the request of the sending institution.

#### **IX. Administering Assessment Exams in ALPHA**

Faculty, departments, or administration may arrange for students to take assessment exams through the ALPHA Center. The Center returns incomplete exams at the end of Northwestern's academic year or at the request of the exam distributor.

#### **X. Procedure for Sending Exams to the ALPHA Center**

##### **A. Sending an Exam for an Individual Student**

1. The student makes a request to the instructor to take the exam through the ALPHA Center, and the instructor gives permission.
2. The instructor fills out a yellow In-Take form (available in the ALPHA Center or at [www.therock.nwc.edu](http://www.therock.nwc.edu) in the ALPHA Center channel). On the exam, the instructor writes the name of the student taking the exam or lists multiple students on the yellow In-Take form. For each expected student, the instructor includes a copy of the exam. If the exam is for a DOSS student, the instructor is responsible for accurately noting the accommodations the student is allowed.
3. The instructor sends the exam to the ALPHA Center, preferably by dropping it off or having his or her TA drop it off. Exams may also be e-mailed.
4. ALPHA personnel file the exam under the instructor's name.

#### **B. Sending Exams for Multiple Students**

The ALPHA Center services hundreds of students and has limited space. Entire classes cannot be sent to the Center to take an exam either at the same time or at the students' individual discretion. An instructor who would like three or more students to take an exam *at the same time* in the ALPHA testing area must submit a request to the ALPHA Center more than 48 hours in advance. An instructor who would like to send an exam for more than eight students to take must make a request to the ALPHA Center more than 48 hours in advance. The ALPHA Center may request that the instructor have students sign up for the specific times that they will take the exam with no more than four students taking the exam at a given time.

#### **C. Sending Exams with Complex Instructions**

ALPHA Center personnel may not be able to proctor exams and assessments with instructions that require the proctor's interaction other than monitoring. The instructor should check with the ALPHA Coordinator about special testing instructions. Any student that requires a personal proctor and/or independent testing room should contact the ALPHA Center to make an appointment at least 24 hours in advance (business hours) of the needed service.

#### **X. Requests for Class Proctors**

The ALPHA Center does not provide exam proctors for an instructor's classroom or class period. According to the Faculty Handbook, proctors may be secured through the office of the Vice President for Academic Affairs.

#### **XI. Final Exam Policy and Procedure**

The ALPHA Center proctors final exams for students who have obtained permission through the Registrar's Office. The necessary rescheduling form is located in the Registrar's Office. This policy excludes students referred by DOSS for testing accommodations.

**XII. Returning Faculty Files at the End of the Semester**

The ALPHA Center returns the contents of the testing files to the instructors at the end of the semester or the summer term unless instructors indicate otherwise.

## **Guidelines for Tutoring**

Tutoring is a service to Northwestern students and instructors, supplementing or reinforcing the student's educational process and the instructor's classroom teaching. Students may choose to visit the tutors for help without an instructor's recommendation, or instructors may require or recommend students to visit the tutors. Northwestern tutors are fellow students who are hired based on their competence in a subject or skill, ability to work one-on-one, and evidence of integrity.

### **I. Importance of the Learning Situation**

Sessions between tutors and students are learning situations in which students are primarily responsible for their learning as in the rest of their education. The goal of ALPHA Center tutors is not to enable the students to receive good grades on particular assignments; rather, the goal of the tutors is to train students to improve overall in the subject matter and/or skills.

Thus, tutoring sessions should be characterized by the following:

#### **A. Collaboration**

All sessions are collaborative in that each member is expected to participate actively. Tutors do not give answers but assist students in working through the learning process. The agenda for the tutoring session is negotiated by the tutors and the students. Tutors are expected to ask the students about the students' goals for the session and to accommodate those goals as much as possible within good tutoring practice and under ALPHA guidelines.

#### **B. In-Person, One-on-One Setting**

All sessions are in person and one-on-one (unless requested by students as a group session) to promote an optimal learning situation. Therefore, students may not drop off, e-mail, or fax assignments.

#### **C. Priority of Previous Arrangements**

To support students' responsibility for their learning, tutors give previously arranged sessions priority. Students not on time for a tutoring appointment, however, may lose the appointment if other students drop in.

### **II. Respect for Students (Confidentiality Statement)**

The ALPHA Center understands that students expect information about educational records and disabilities to be kept confidential. All tutors undergo FERPA training and must sign a confidentiality policy in order to work in the ALPHA Center. Tutors are required to request permission from a supervisor before sharing confidential information about a particular student if they feel that other tutors working with the student would need to know the information.

### **III. Respect for Instructors**

The content of tutoring sessions focuses on the students' learning of the subject and never on complaints regarding the students' professors. The tutors encourage students to talk to the professors about their concerns.

### **IV. Assessment of Tutoring**

#### **A. Director's Observation**

The ALPHA Center Director observes five tutoring sessions held by five different tutors each semester of the academic year. Following these observations, the Director meets with the tutor or sends a copy of the written evaluation of the session. The Director requests permission to observe from the student being tutored at the beginning of the session.

#### **B. Coordinator's Observation**

The ALPHA Center Coordinator daily observes all tutoring sessions. At any time, the Coordinator may fill out a Performance Review Observation Form that is filed in the student's file.

#### **C. Student Evaluations**

Toward the middle of the spring semester, for a period of five academic days, tutors request that students being tutored fill out brief, confidential evaluation forms of the tutorial session.

## **Guidelines Specific to Writing Tutoring**

The following provides policies specific to tutoring writing, which apply in addition to the comprehensive tutoring guidelines. The goal of the writing tutors is to train students to be better writers, ideally beginning with content-level issues (focus, organization and coherence, reasoning, and support), then dealing with sentence-level concerns (editing), and finally addressing style. Writing tutors work with students on writing across the curriculum.

### **I. No Proofreading**

Following the philosophy of an optimal learning situation, writing tutors do not proofread but instead use students' texts to train them to find their own editing errors.

### **II. Remediating for Editing Quizzes in College Composition I (ENG1105, 1109, and 1825)**

Unless otherwise notified by the instructor, the tutors follow these directions for review of editing quizzes for College Composition I (ENG1105). The tutor is instructed to do the following:

1. Plan to work with the student for 30 minutes to 60 minutes.
2. Check the instructor's file for the quiz.

3. Have the student explain the errors he or she made on the quiz.
4. Use ALPHA resources, such as worksheets, to work with the student on the most critical topics missed on the quiz.
5. Continue to review until the student has demonstrated a mastery of at least 75% accuracy on a worksheet covering the critical topics.
6. Use best judgment to recommend more tutoring (i.e. recommending that the student visit the ALPHA Center for tutoring before the next quiz).

### **III. Verifying Tutoring for Writing**

Instructors who require students to visit a writing tutor may request from those students a verification form that is available in the ALPHA Center for the tutor to sign. Students are responsible to inform the tutor of the need for the form and to return the completed form to the instructor.

### **IV. Limited Tutoring for Documentation Styles**

The Northwestern Department of English and Literature has recommended the following policy to encourage students to work on the documentation process independently and to enable tutors to concentrate on writing skills:

“For students who have a referral from their instructor, the ALPHA Center will help students with research documentation.”

### **V. Record Keeping**

ALPHA maintains appointment and record-keeping databases indefinitely.

## **Guidelines Specific to Subject Area Tutoring**

The following provides policies particular to tutoring for specific subject areas, which apply in addition to the comprehensive tutoring guidelines. The goal of subject area tutors is to train students to better comprehend and apply the concepts of a particular subject.

### **I. Recommendation of Subject Area Tutors**

Departments wanting a tutor available for their students should identify a student that is strong in that academic area, inform the ALPHA Center Coordinator of the name of the recommended department tutor, and instruct the student to contact the Coordinator. The Coordinator will then begin the process of setting up contracts and timecards and will instruct the tutor about ALPHA Center policies.

### **II. Subject Area Tutor Training**

Every tutor will be required to go through tutor training. The ALPHA Center training is a

self-guided tutorial in Moodle that deals with tutoring strategies and appropriate behaviors for tutor/client situations.

### **III. Scheduling Subject Area Tutoring**

Students wanting a tutor in a subject area should be referred to ALPHA. ALPHA will pass on the subject area tutor's contact information, and the tutor and client will arrange a time and place for the tutoring session. Tutors will be available to students on a by-appointment basis unless demand warrants set tutoring hours. These hours will be posted at the ALPHA Center.

## **Guidelines Specific to Accommodation Tutoring**

The following provides policies specific to tutoring for accommodation needs, which apply in addition to the comprehensive tutoring guidelines. (See also the section on accommodations.) Tutoring for accommodation requires a service agreement from the Disability Office for Support Service (DOSS) specifying a tutor for a specific class and a contract to be signed by the student, the tutor, an ALPHA administrator, and the Academic Support Specialist of DOSS. On the contract, the tutor and the student agree to regularly scheduled tutoring sessions at a specific location. They also agree to the following guidelines:

### **I. Student's Agreement**

Students agree to give a two-week notice to DOSS if they need to change the contract outside of a major emergency. They agree to contact the DOSS Office if they are going to be late. They understand that being late three times, *with a call*, will result in a review of policy with DOSS. They understand that being late three times, *without a call*, will result in a meeting with DOSS to review need of services.

### **II. Tutor's Agreement**

Tutors agree to give a two-week notice to the ALPHA Center and the DOSS Office if they need to change the contract outside of a major emergency. This includes a change in location. They agree to contact the DOSS Office if they will be late or have an emergency absence. They agree to wait one hour for a no-show and agree to record it in the Tutoring Report. They also agree to fill out and deliver or send a Tutoring Report to the DOSS Office on a weekly basis. Finally, they agree to keep the student's personal information confidential with individuals other than DOSS and ALPHA administrative personnel. (Tutors discuss with students the possibility of tutor-instructor interactions.)

## **Guidelines Specific to Tutoring for Distance Education**

The ALPHA Center refers requests for tutoring Distance Education students to the Center for Distance Education.

# **Guidelines for the Editing Competency Exam and Remediation Process**

In cooperation with the English department, the Editing Competency Remediation program utilizes the writing tutors and other ALPHA resources to prepare students to pass the Editing Competency Exam (ECE). All day-school students at Northwestern are required to take the ECE to enter Composition II, a required course for graduation. The ECE and the course are also required for upper-level courses in each major that are considered to have a "written communication emphasis."

The ECE is 75 multiple-choice questions on usage, punctuation, and diction. Most students take it during their College Composition course. Students who have not passed the ECE are required to remediate with the writing tutors until they pass it. All current Northwestern students who have taken the ECE without passing have a file in the ALPHA Center.

## **I. Taking the ECE and ECE Pretests**

### **A. Request to Take ECE**

Only students who have never taken the ECE because they have transferred in Composition I credits or who have taken it before but have shown completion of the remediation process by passing an ECE pretest with a minimum score of 22 out of 25 will be allowed to take the ECE.

### **B. Request to Take ECE Pretests**

Pretests are only administered to students completing the remediation process with one exception: a composition instructor may request Pretest Version A to test his or her class before the students take the ECE as the final exam. If so, the composition instructor should return the completed pretests to the ALPHA Center so that at the end of the semester, the ALPHA Center can add the pretest to new files of students who did not pass the ECE.

### **C. Request to Take ECE or Pretests by New Northwestern Students**

New Northwestern students who transfer in credits for Composition I are required to take the ECE as a prerequisite for Composition II. They must come to the ALPHA Center to do so and will be required to go through the same remediation process as those who fail the exam in class before they are allowed to retake the ECE.

## **II. Standard Process of ECE Remediation**

- 1.** A remediation file is created for each student that fails the ECE. A writing tutor fills out a remediation form, marking each editing topic that the student missed.
- 2.** The student visits the ALPHA Center multiple times for tutorial sessions on all the missed editing topics, as outlined on the remediation form. Once the tutor thinks that the student understands a specific editing topic, the tutor gives the

student a 5- or 10-question topic quiz. If the student misses one or more question for 5-question topic quizzes or two or more for 10-question topic quizzes, he or she must review the topic again with the tutor and then take another topic quiz. This process is repeated until the topic quiz is passed. The writing tutor then signs the remediation form for that editing topic, and they move to the next one.

3. After the student has remediated for all the editing topics missed on the ECE and passed quizzes on each, he or she must complete a practice pretest and discuss all topics missed. The student may choose to complete another practice pretest or move on to the next step.
4. After the student has completed a practice pretest, he or she takes a version of the ECE pretest. If the student misses more than 3 on the second pretest, the student must start the remediation process over, remediating over each editing topic missed on the pretest and passing quizzes on each again.
5. After the student passes the pretest, he or she takes a different version of the ECE than taken previously. If the student misses more than 19 on the ECE, the student starts the remediation process over.

### **III. Two Acceptable Modifications for First-Time Remediation**

1. If the student claims to have worked through *The Guidebook for the Editing Competency Exam*, the student may take a pretest. In this case, however, if the student does not pass the pretest, he or she must then follow the above standard remediation process for the editing topics missed on the exam.
2. If the student asks to work on the remediation topics independently, the student must use worksheets from the ALPHA Center and check them against the keys during ALPHA hours. The writing tutor proctors each topic quiz. If the student does not pass a topic quiz, the writing tutor then goes over the editing topic with the student. If the student does not pass the pretest, he or she must follow the above standard remediation process for the editing topics missed on the pretest.

Expected time for remediation process, including testing: 5-25 hours.

### **IV. Accommodations for the Remediation Process or for Taking the ECE**

DOSS students seeking accommodations for the remediation process or for taking the ECE should contact the Director of DOSS for a referral.

### **V. Integrity of ECE Active Remediation Files**

**A. Access to ECE Files**

ECE files can only be accessed by ALPHA personnel. Only ALPHA personnel, the student, and school officials with a legitimate educational interest are allowed to examine the files. The files are not allowed to leave the ALPHA premises except within the possession of ALPHA personnel or school officials with a legitimate educational interest. Overnight, they are locked up.

**B. Content of Active Remediation Files**

Each ECE file contains all ECEs, ECE pretests, and topic quizzes taken by the student. It also includes a record of the administration of the exams and pretests and a remediation chart showing progress through editing topics. Students who remediate may choose to leave practice worksheets in their files or to take them with them.

**VI. ECE Record Keeping**

ECE files have the following statuses:

**A. Successful Completion**

The student's name, score, date, and status (remediation or transfer) are recorded permanently on the master list. These student files are destroyed at the end of the academic year.

**B. Active Remediation**

These files are for students who are currently attending Northwestern but who failed the exam at least once (see V).

**C. Inactive Remediation**

These files are for students who have failed the exam at least once but are not currently attending Northwestern. After a student's file has been inactive for 6 years, the student's file and its contents will be destroyed. If the student re-enrolls to Northwestern, the student will need to take the ECE in the ALPHA Center. If the student passes the ECE, he or she will not need to remediate. If the student fails the ECE, a new remediation file will be made based on the concepts missed on this current test.

**VII. Notification of ECE Score**

If the student who took the ECE is not present when the ALPHA Center personnel correct the exam, the student is notified through e-mail. The ALPHA Center then enters into Banner the student's score on the test as a pass or fail; in the event of a pass, any registration holds will be removed. In addition, other departments requiring the ECE for a program or course may request to know whether or not a student has passed the ECE in the ALPHA Center. If the student is an education major, the ALPHA Center notifies the Education Department.

**VIII. Request to Take ECE or Pretest Outside of Regular Testing Hours**

Because of factors such as work schedules, FOCUS students may request to take the ECE outside of the ALPHA Center's regular testing hours. If so, they must make an appointment through the ALPHA Coordinator.

## **Guidelines for Academic Accommodations as Referred by DOSS**

As a service center, the ALPHA Center provides reasonable academic accommodations for students referred by the Disabilities Office for Support Services (DOSS). The ALPHA Center provides only those types of reasonable academic accommodations that are indicated by the Director of DOSS on the DOSS Service Agreement. Any requests for changes, additions, or amendments must be approved by the Director or Academic Support Specialist of DOSS.

### **I. Accommodations Procedure**

1. Student meets with the Director of DOSS for clearance regarding ADA academic accommodations.
2. Student meets with the Director of DOSS for clarification of the student's schedule and perceived needs.
3. DOSS sends service agreement to the ALPHA Center.
4. The DOSS Coordinator contacts possible tutors, note-takers, or other participants in accommodation. The ALPHA Center may request a meeting of stakeholders, including department administrators (such as from the Center for Distance Education or FOCUS) and the DOSS director to explore options for accommodations.
5. Within 10 days (when day school classes are in session), the ALPHA administrator contacts the student to present options. The start of accommodation services may take 2-3 weeks or longer.
6. For a tutoring situation, the DOSS Coordinator, student, and tutor read over and sign a contract between the student and the tutor. Once approved, the DOSS Coordinator sends the contract to the Alpha Director for his or her signature.

### **I. Typical Academic Accommodations**

Accommodations are provided per term; therefore, renewal is required each term.

#### **A. Class Notes Acquisition Services (CNAS)**

Possible options for class notes acquisition services include, but are not limited to, obtaining the instructor's class notes or obtaining copies from another student currently in the class (normally by e-mail) or utilizing transliteration services.

#### **B. Tutoring**

The ALPHA Center provides a one-on-one tutor for specific classes as noted on the service agreement from the Director of DOSS whenever the needs of the student are beyond a standard ALPHA tutor. See the section on tutoring for the specific policy.

### **C. Testing Support**

Testing support includes but is not limited to a room, a reader, enlarged text, a scribe, and/or extended time. The type of support must be noted as necessary on the DOSS Service Agreement for the student to receive accommodation. See section on testing for specific policy.

### **III. Confidentiality of Disability Issues**

DOSS students may choose to disclose information about their disabilities. This information is considered confidential. ALPHA employees should receive clearance from their supervisor if they feel compelled to share information about a disability with other ALPHA employees.

### **IV. Record Keeping of Academic Accommodations**

The ALPHA Center maintains a file for each student for whom it receives a referral. The file includes, but is not limited to, copies of the service agreement, contracts, and tutoring reports.

## **Guidelines for Services Aiding Academically At-Risk Students**

As a learning center, the ALPHA Center provides some services specifically to benefit academically at-risk students (students with a cumulative grade point average below 2.0). While students in the Transition-to-College program are not listed here, the current Director facilitates the required Studies Strategies class for these students.

### **I. Strategizing Meeting**

Students on academic probation are required to meet with the ALPHA Center Director for a strategizing meeting. Students will receive a letter early in the semester requesting that they sign up for an appointment within a week period. Students who do not make an appointment will receive a second letter with a similar request. Students who do not meet with the Director within the time allotted will have a hold put on their next semester's registration. During the meeting, the student and the Director will discuss study strategies, planning, and specific goals for the semester.

### **II. Intervention for Students on Academic Warning**

A student whose semester/term GPA is below 2.0, though his or her cumulative GPA is high enough to keep him or her from being placed on academic probation or suspension, will be placed on academic warning for the following semester. A student who is on academic warning is strongly encouraged to attend a strategizing meeting with the ALPHA Center Director and take STS0009 Study Strategies course.

## **Guidelines for Student Employees in the Workplace**

Due to the ALPHA Center services, some of these policies are in addition to and/or expand upon the policies in the *Student Employee Handbook*.

### **I. Work-Time Priority**

#### **A. Lateness Policy**

Because many ALPHA Center services are based on scheduling through appointments, it is essential that employees are on time. Supervisors will follow the progressive steps of discipline as explained in the *Student Employee Handbook* beginning with the first time a student employee is late.

#### **B. Absence Policy**

Student employees are expected to work their regularly scheduled hours. On rare occasions, it is understandable if an employee requests to be absent. However, student employees are expected to contact the ALPHA Coordinator at least one week before their absence and must secure their own substitute(s). In the case of an unplanned absence the day of scheduled work, the student should call the ALPHA Center to report his or her absence. Habitual absences will result in the termination of employment.

#### **C. Priority of Assigned Projects**

Student tutors without an appointment should complete all other ALPHA assigned projects/responsibilities before doing personal activities such as homework.

### **II. ALPHA Equipment**

#### **A. Computer Usage**

Student employees should use the computer for office-related projects only.

#### **B. Bulletin Board Usage**

All items posted on the ALPHA Center's wall or bulletin board must be approved by the ALPHA Coordinator.

#### **C. Telephone Usage**

Unless an emergency situation arises, ALPHA personnel should refer students to public telephones in the building. ALPHA personnel may use the telephone for brief, important personal calls, such as transportation needs.

### **III. Security**

The ALPHA Center recognizes that it houses sensitive materials, often from other departments, that require confidentiality.

**A. Presence of ALPHA Personnel**

To protect the integrity of exams, ALPHA personnel should be present when the door to the ALPHA Center is unlocked and/or when individuals other than ALPHA personnel are in the ALPHA Center.

**B. Locking of Testing Cabinets**

Testing cabinets must be locked every evening. The student employee designated to close the Center on any given day is also responsible to lock all testing cabinets.

**C. Evening Tutor Policy**

Tutors that are in ALPHA during evening hours are to adhere to the following procedures:

1. The ECE may be given past testing hours, but it may not be administered after 6:55 p.m. to allow for the minimum 65 minutes allotted for the test.
2. All ECEs must be locked up in the filing cabinets at the end of the night. If anyone has taken the ECE during the night shifts, leave a note for the Coordinator, and put the ECE in the file in the front of the top right drawer of the filing cabinets.
3. While the tutors that work until 4:30 are responsible for returning tests, the last tutors need to make sure that all tests have been returned at the end of the day.
4. When leaving, turn off the lights in both the testing room and the ALPHA Center, push in all chairs, lock the file cabinets, make sure the windows are closed, and lock both the testing room and the ALPHA Center.
5. If it's summer, turn off the air conditioner.
6. Both tutors should leave at the same time.

## **Grievance Procedure for the ALPHA Center**

The ALPHA Center recognizes that problems can occur during tutoring, testing, and other ALPHA services. Often problems, such as miscommunication, can be resolved informally by directly going to the person(s) involved, following the principles of Matthew 18. However, if a Northwestern community member has a grievance, such as inadequate service or an alleged violation of a specific College policy, he or she may also follow this formal grievance procedure.

### **1. Submission of “Statement of Grievance” Form**

The community member should fill out the “Statement of Grievance” form located in the literature rack outside of the ALPHA Center and submit it to the Director of the ALPHA Center. If the Director is named in the grievance, the member should submit it to the Dean of Curriculum and Instruction.

If the grievance is an emergency, the community member should notify the most immediate supervisor available. If no supervisor is available, the student should notify the Dean of Curriculum and Instruction.

### **2. Meeting with Director of the ALPHA Center**

The community member and the Director of the ALPHA Center (or Dean of Curriculum and Instruction) will meet within five regularly scheduled service days to discuss the grievance. If the Director is immediately available at the time of reporting the grievance, then the member may fill out the grievance form during this initial meeting. The member is allowed to ask another community member to join the meeting to bear testimony or to serve as an advocate. The community member may choose an informal resolution at this time or the continuation of the formal grievance procedure.

### **3. Meeting Between Director and Individuals Named in the Grievance**

After meeting with the grieved party, the Director of the ALPHA Center (or Dean of Curriculum and Instruction) will meet within five regularly scheduled service days with the individuals named in the grievance. If no individuals are referred to in the grievance statement, this step will be skipped. During the meeting, the named individuals will read the statement of grievance and will be allowed to submit a written response. The named individuals are allowed to ask another community member to join the meeting to bear testimony or to serve as an advocate.

### **4. Further Investigation**

After the initial meetings, but within five days of regularly scheduled service, the Director of the ALPHA Center (or Dean of Curriculum and Instruction) will investigate the grievance and may request more meetings with the community member and/or the named individuals.

## **5. Decision for Action**

After the Director of the ALPHA Center's (or Dean of Curriculum and Instruction's) investigation, he or she will make the decision to dismiss the grievance or take another appropriate action.

Within fifteen (15) regularly scheduled service days of receiving the grievance statement, the Director (or Dean of Curriculum and Instruction) will send a written copy of the grievance statement and the decision to the community member and the individuals involved.

## **Appeals Process**

### **1. Appeal to ALPHA-Admissions Committee**

If the community member is not satisfied with the decision or believes that the action taken was inadequate, he or she may make an appeal to the ALPHA-Admissions Committee, a standing faculty committee. The appeal must be made within ten (10) regularly scheduled ALPHA service days of the grievance decision announced. It must be a one-page, typewritten request. The community members should send or deliver the appeal to the Dean of Curriculum and Instruction.

### **2. Forming the Appeals Committee**

A sub-committee of the ALPHA-Admissions Committee will serve as the Appeals Committee. Named individuals involved in the complaint who are also on the ALPHA-Admissions Committee will be excluded. The Dean of Curriculum and Instruction will choose the chair for the appeals process and will send written notification to the selected committee member and to the grieved party within five regularly scheduled service days of the appeal. The grieved party will have the opportunity to disqualify selected members for written just cause.

### **3. Meeting of the Appeals Committee**

Within five regularly scheduled service days after the notification of the committee members, the Appeals Committee will meet to read the statement of grievance, the attached decision, the written responses of the named individuals, and the letter of appeal. After deliberating, the committee will vote by a simple majority to agree with the original decision or to investigate further. If the committee concurs with the original decision, it will send a letter stating this agreement to all individuals involved within 48 hours.

### **4. Possible Further Investigation by Committee**

If the committee decides to investigate further, it may request meetings with any of the parties involved, including the Director of the ALPHA Center.

**5. Decision for Action**

After further investigation, the Appeals Committee will make a decision to either agree with the original decision or decide a more appropriate action. After voting by simple majority, the committee will send notification of its decision to all individuals involved within fifteen (15) regularly scheduled service days of the appeal submission and within 48 hours after the decision was made.