



ECON 2110 Principles of Macroeconomics

CENTRAL COMMUNITY COLLEGE

INSTRUCTOR

COURSE INFORMATION

This course is a study of the (big ideas) of macroeconomics such as GDP/inflation/unemployment/labor/international trade. A look at public-policy decision-making using macro theories such as: monetary policy/fiscal policy/other economics-stabilization theories is also presented. This course will also examine the economic challenges facing our economy.

Contact Hours: Class- 45 Practical Lab- 0 Clinical- 0 Internship- 0

Homework Expectations:

For each hour of classroom time, typically you can expect two hours of homework per week.

Credits: 3

Total Hours: 45

CLASS INFORMATION

TEXTBOOKS

Textbook information may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name > Scroll to the bottom of the **Section Details** popup window > Click the link to **Bookstore Information**

SUPPLIES

- **REQUIRES:** Access to Internet to Complete All Homework, Papers, and Any and All Coursework

GRADING INFORMATION

98-100	A+
90-97	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D
≤59	F

Work to Be Completed by the End of the Course:

***No Late Coursework (with the Exception of the Course Term Papers) Will Be Accepted Under Any Circumstances. Everything is in Canvas with the due dates, so work ahead if you anticipate a schedule conflict. This also includes the exams. You need to schedule with me BEFORE the due date passes.**

***Asking me for an extension to complete late work may result in not only not being able to complete the late coursework, but may lead to a reduction in your grade in this course as well.**

- **Unit Exams: (60% of Course Grade)** All exams in this course will be administered in-class and closed book unless the instructor decides otherwise. Your exams will consist of either multiple choice, true/false, matching, short answer, and/or essay questions. Your instructor will inform you as to what chapters, materials, and course information will be included on the examinations. **I will Drop Your Lowest 1 Exam Grade; however, students must receive at least a 50% on all Unit Exams. This means a student must complete all exams in the course for the instructor to drop the lowest 1 Unit Exam Grade.**
- **Attendance: (10% of Course Grade)** Attendance in this course will be taken at the beginning, middle, or end of each class period of the session. You attendance for each class period will be recorded as either Present or Absent. If you have an excused absence, like for college activities, I will mark you present. You will be considered Present if you arrive on-time and are actively engaged in the coursework. **Students will be considered absent if the student arrives after attendance has been taken or if the student leaves the class period early; the student will also be counted late if a device sounds or the student gets up and moves around the classroom during the class period.**
- **Assigned Homework (20% of Course Grade)** Homework exercises will be assigned at the discretion of the instructor. These homework assignments will be completed in Canvas and will also consist of multiple choice, true/false, matching, short answer, and/or essay questions that reinforce chapter content, course, and learning competencies listed in this course syllabus. **I will drop your Lowest 1 Homework Grades. You will be allowed unlimited attempts to complete the homework assignments. You can try the chapter homework as many times as you want to try to get the highest grade. Any supplemental homework will have 1 attempt (there is usually only 1 or 2 of these type of assignments, so the vast majority of homework will have unlimited attempts).** The homework will be presented as a quiz in Canvas, but there is No Time Limit, and you can save your attempt and continue later once you start.
- **Course Term Paper (10% of Course Grade)** There will be one course paper to complete. Course Term Paper must be 4 pages in length. This means your **reference page and title page will not count towards the page requirement.** The papers will be, double-spaced, 12-point Times New Roman font. This position paper must be properly formatted using APA formatting. This includes title page and reference page. You must include at least three citations formatted in either APA format which must not be a Wikipedia source. News articles are acceptable. The objective is to apply what you have learned throughout the course and write your opinion

regarding a current economic event. Discuss the article, web page, or source you cite then give your position-opinion backed up by the economic reasoning used in class. **All papers must be submitted as an .rtf or .doc file via the Canvas assignment link. E-mailed papers will not be accepted. Only papers submitted via the Canvas assignments link will be accepted.** When saving your files, save them title as lastnamefirstinitial-macroeconomics-paper. So if I saved my paper 1 to turn in, I would save it as wrigleyt-macroeconomics-paper1. **No OneDrive files will be accepted.** You will receive my feedback back to you under the same paper assignment link that you use to submit your assignment to me in Canvas as a rubric which you can view. You will be graded on the following criteria: Number of Pages in Analysis, conventions/spelling/grammar, formatting followed, assignment turned in on-time.

Course Total = 100% (Exams at 60% + Attendance at 10% + Homework at 20% + Course Term Paper at 10%)

NO LATE COURSEWORK WILL BE ACCEPTED; DO NOT ASK FOR EXTENSIONS

Like I mentioned in the course grading section, do not ask me for extensions on late coursework.

*The course closes on the end of term date. In Canvas, I cannot add extensions in after the course end of term date.

***I Do Not accept late coursework under any circumstances. Do Not ASK for Extensions. I will not grant them, and I might lower your grade for asking that includes via e-mails or voicemails.**

All of the due dates are located in Canvas, so if you anticipate a schedule conflict, then please work ahead.

***Asking me for an extension for late coursework may result in me not only letting you not complete the coursework, but may result in lowering of your course grade.**

COMMUNICATION WITH INSTRUCTOR AND CCC SERVICE CENTER

Your instructor is very happy to answer any and all questions throughout the course.

HOWEVER, all tech. related questions must first be communicated either via e-mail or phone call with the CCC Service Center.

As this course does use some online components in the completion of your online homework and exams, you will likely have questions that arise during the duration of the course, and your instructor greatly encourages you to ask any and all questions you might have regarding the course concepts. Your instructor's primary means to communicate with you will be via CCC E-mail for all class messages. Your instructor will not e-mail or text to any other address other than the CCC E-mail address you were assigned when you enrolled at CCC. If you call your instructor and he does not answer, please leave a detailed voicemail with your first and last name, class name, return phone number, and message, so that your instructor can contact you. Any phone calls received without a voicemail will not be returned. Any voicemails received without the above information listed will also not be returned.

ACADEMIC HONESTY EXPECTATIONS

Students are expected to do their own work unless advised that group collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used. When you take a test, you are expected to be prepared for the material the test covers and take exams without utilization of other sources.

Failure to use proper citation procedure is considered plagiarism. Plagiarism will result in a grade of "0" if it is flagrant

and/or deliberate. Copying from another person's work using other sources on an exam is academic dishonesty and will result in a grade of "0" for that assignment if discovered.

IN-CLASS AND ONLINE LEARNING ENVIRONMENTS

Central Community College strives to maintain an environment conducive to learning by all students. Actions by students which create an environment limiting the opportunity for fellow students to learn will not be tolerated. Students disrupting the learning of fellow students are subject to reprimand, suspension from class participation or expulsion.

The class is designed to promote good discussions about the topics presented. Harassment of students by fellow students should immediately be reported to the instructor or appropriate college officials (see student handbook for procedures) any situations in which the individual rights of students are jeopardized or diminished.

MUTUAL RESPECT

This course is designed for collaborative learning rather than competition. That means that each member of the class supports the others in their efforts to succeed. Be sure to come to each class prepared to:

1. Listen/Read with respect.
2. Speak with respect to your instructor and not engage in side conversations not related to coursework and DO NOT arrive late to class and/or leave early.
3. Contribute actively to the work of your other classmates when applicable.

ONLINE COMMUNICATION

In online course work, you present yourself and learn about others through an electronic format. You will want to present yourself in a positive light and to communicate your thoughts and ideas in an effective manner.

The following are some suggestions to help you be successful in an online environment.

- Format your posting so they are easy to read. Use short paragraphs. Don't write everything in uppercase (capital) letters. It is more difficult to read and, even worse, in an online environment it means you are SHOUTING.
- Be brief. Plan your submissions ahead so that you don't ramble.
- Be clear. Don't use abbreviations or acronyms that others may not understand. Read your messages over before sending them.
- Check your spelling. People will not take you seriously, no matter how brilliant your ideas, if your writing is full of misspellings. Use your computer's Spell Check features; then read over what you have written to catch errors that Spell Check misses.
- When you are interacting with others online, remember that things may "sound" harsh or less friendly when the reader cannot see your face or hear your voice. Read your messages over to be sure they are diplomatic and polite.

READING YOUR TEXTBOOK

When taking this online course the instructor highly recommends getting the textbook. The chapter readings from the text are mandatory and will help you submit solid assignments. If you expect to pass the exams you must keep up with the readings. Each student is expected to keep up with the readings as they are covered in the course. ***All reading material assigned is fair game for exams, even if it is not covered in the PowerPoint notes.***

STUDENT RESPONSIBILITIES

Students are expected to read all chapters covered in the syllabus and complete all outlined work in the syllabus. Students enrolling in the traditional lecture format of this course should complete assigned readings prior to class and be prepared to actively discuss them. Reading the chapters, taking notes in class, and using available study guides to study should adequately prepare you for each exam.

YOUR INSTRUCTORS RESPONSIBILITIES

As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate submissions of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 24 hours of the time they were left Monday through Friday. On Saturdays and Sundays, if you e-mail, I will return your e-mail by the end of the day on the next Monday (as long as the following Monday is not a holiday). If you ever don't hear from me within 48 hours something happened, and I probably didn't get your message. If that is the case, please e-mail or call me right away.

LEARNING ENVIRONMENT

Central Community College strives to maintain an environment conducive to learning by all students. Actions by students which create an environment limiting the opportunity for fellow students to learn will not be tolerated. Students disrupting the learning of fellow students are subject to reprimand, suspension from class attendance or expulsion.

Cell phone usage during class outside of class activities creates a disruptive environment and therefore clearly you are not paying attention to the lecture. If for some reason you need to have your cell phone on because you are expecting an emergency call, please notify the instructor in advance and set your phone to vibrate and leave the room when the call comes through. If cell phone usage becomes a problem, especially texting during a lecture, the student will be asked to leave class.

The class is designed to promote good discussions about the topics discussed in class. Harassment of students by fellow students or college staff will not be tolerated. Students should immediately report to the instructor or appropriate college officials (see student handbook for procedures) any situations in which the individual rights of students are jeopardized or diminished.

ATTENDANCE

Regarding the course attendance policy, please reference the Grading Information section of the course syllabus for information on attendance.

COURSE COMPETENCIES

1. Evaluate how markets work using the concepts of comparative advantage, supply, and demand. (NTI-S1)

Criteria

Performance will meet expectations when the student:

- identifies how everyone benefits when people trade with one another.
- identifies how comparative advantage explains the gains from trade (NTI-S1).
- shows how supply and demand together set the price of a good and the quantity sold (NTI-S1).

- shows what determines the demand for a good in a competitive market (NTI-S1).
- shows what determines the supply for a good in a competitive market (NTI-S1).

Learning Objectives

- Relate how everyone benefits when people trade with one another.
- Explain comparative advantage.
- Explain absolute advantage.
- Describe how comparative advantage explains the gains from trade.
- Apply the theory of comparative advantage to everyday life and national policy.
- Define a competitive market.
- Examine what determines the demand for a good in a competitive market.
- Examine what determines the supply for a good in a competitive market.
- Explain how supply and demand together set the price of a good and the quantity sold.
- Examine the key role of prices in allocating scarce resources in market economies.

2. Measure a nation's income and cost of living. (NTI-S5, S6)

Criteria

Performance will meet expectations when the student:

- describes why an economy's total income = it's total expenditures (NTI-S5, S6).
- explains how gross domestic product (GDP) is defined and calculated (NTI-S5)
- explains how the consumer price index (CPI) is constructed (NTI-S5).
- compares the CPI and the GDP deflator as a measure of the overall price level (NTI-S5).
- differentiates between real and nominal interest rates.

Learning Objectives

- Describe why an economy's total income = it's total expenditures.
- Explain how gross domestic product (GDP) is defined and calculated.
- Break down the four major components of GDP.
- Differentiate between real GDP and nominal GDP.
- Analyze GDP as a good measure of economic well-being.
- Explain how the consumer price index (CPI) is constructed.
- Explain why the CPI is an imperfect measure of the cost of living.
- Compare the CPI and the GDP deflator as a measure of the overall price level.
- Demonstrate how to use a price index to compare dollar amounts from different times.
- Differentiate between real and nominal interest rates.

3. Explain the relationships among unemployment, inflation, and the business cycle. (NTI-S2)

Criteria

Performance will meet expectations when the student:

- explains the four types of unemployment and their causes (NTI-S2).
- explains the problems with the CPI.
- differentiates between cost-push inflation and demand-pull inflation.

- examines the different phases of the business cycle. You can explain how unemployment is affected by each phase of the business cycle (NTI-S2).

Learning Objectives

- Examine the four types of unemployment and their causes.
- Examine inflation and the CPI.
- Explain the problems with the CPI.
- Differentiate between cost-push inflation and demand-pull inflation.
- Examine the different phases of the business cycle.
- Explain how unemployment is affected by each phase of the business cycle.
- Examine what causes business cycles.

4. Analyze production and growth in an economic system over the long-run. (NTI-S5, S6)

Criteria

Performance will meet expectations when the student:

- explains the difference of economic growth around the world.
- explains why productivity is the key determinant of a country's standard of living (NTI-S5).
- explains how a country's policies influence its productivity growth.
- demonstrates how the financial system is related to key macroeconomic variables. You can analyze how government budget deficits affect the United States economy (NTI-S5, S6).

Learning Objectives

- Examine the difference of economic growth around the world.
- Explain why productivity is the key determinant of a country's standard of living.
- Analyze the factors that determine a country's productivity.
- Examine how a country's policies influence its productivity growth.
- Examine some of the important financial institutions in the United States economy.
- Demonstrate how the financial system is related to key macroeconomic variables.
- Develop a model of the supply and demand for loanable funds in financial markets.
- Use the loanable funds model to analyze various government policies.
- Analyze how government budget deficits affect the United States economy.

5. Evaluate changes in, and comparisons of, an economic system over the long-run using basic tools of finance. (NTI-S5, S6, S7)

Criteria

Performance will meet expectations when the student:

- examines the relationship between present value and future value (NTI-S5, S6).
- characterizes how risk-averse people reduce the risk they face (NTI-S7).
- confirms how unemployment arises from the process of job search.

Learning Objectives

- Examine the relationship between present value and future value.
- Analyze the effects of compound growth.
- Characterize how risk-averse people reduce the risk they face.

- Analyze how asset prices are determined.
- Acquire understanding about the data used to measure the amount of unemployment.
- Confirm how unemployment arises from the process of job search.
- Demonstrate how unemployment can result from minimum-wage laws.
- Examine how unemployment results when firms chose to pay efficiency wages.

6. Evaluate the role of the Federal Reserve System in monetary policy and monetary growth. (NTI-S3, S4)

Criteria

Performance will meet expectations when the student:

- explains what money is and what function it has in the economy (NTI-S3).
- explains how the banking system helps determine the supply of money (NTI-S3).
- identifies the tools used by the Fed to alter the supply of money (NTI-S3).
- explains why inflation results from rapid growth in the money supply (NTI-S4).
- explains the meaning of the classical dichotomy and monetary neutrality.

Learning Objectives

- Examine how a barter economy functions.
- Examine the Federal Reserve System.
- Examine how the banking system creates deposits.
- Identify the three Monetary Policy tools used by the fed and rank them by frequency of use.
- Explain how hyperinflation occurs.
- Explain the quantity theory of money.
- Examine how the nominal interest rate responds to the inflation rate.
- Convey the various costs that inflation imposes on society.

7. Analyze the influence of monetary and fiscal policy on aggregate demand. (NTI-S3, S6)

Criteria

Performance will meet expectations when the student:

- characterizes how the economy in the short-run differs from the economy in the long-run.
- uses the model of aggregate demand and aggregate supply to explain economic fluctuations (NTI-S6).
- examines how shifts in either aggregate demand or aggregate supply can cause booms and recessions (NTI-S3, S6).

Learning Objectives

- Examine three key factors of short-run fluctuations.
- Apply the AD/AS model to real world economic situations.
- Examine how shifts in either aggregate demand or aggregate supply can cause changes in the business cycle.
- Adapt the theory of liquidity preference as a short-run theory of the interest rate.
- Analyze how monetary policy affects interest rates and aggregate demand.
- Discuss the debate over whether policymakers should try to stabilize the economy.

8. Evaluate the short-run trade-off between inflation and unemployment. (NTI-S2)

Criteria

Performance will meet expectations when the student:

- analyzes why policymakers face a short-run trade-off between inflation and unemployment (NTI-S2).
- explains why the inflation-unemployment trade-off disappears in the long run (NTI-S2).
- expresses how supply shocks can shift the inflation-unemployment trade-off.

Learning Objectives

- Describe how increases in production lead to increases in inflation.
- Examine what factors cause the inflation-unemployment trade-off to disappear in the long run.
- Express how supply shocks can shift the AS curve.
- Explain the short-run cost of reducing the rate of inflation.
- Examine how policymakers' credibility affects the cost of reducing inflation.
- Describe how increases in production lead to decreases in unemployment.

9. Analyze the effects of Federal Government deficits and surpluses. (NTI-S4)

Criteria

Performance will meet expectations when the student:

- analyzes government spending patterns (NTI-S4).
- explains why the federal government doesn't have to balance the budget each year (NTI-S4).
- discusses the effects on future generations of a budget deficit.

Learning Objectives

- Define government budget deficits.
- Define government budget surpluses.
- Explain why the federal government can't accurately balance the budget every year.
- Discuss the effects of a growing National debt.

10. Differentiate among various economic theories. (NTI-S7)

Criteria

Performance will meet expectations when the student:

- differentiate among several major economic theories that exist (NTI-S7).

11. Discuss the basics of foreign exchange markets, globalization, and international trade. (NTI-S8)

Criteria

Performance will meet expectations when the student:

- explains how foreign exchange rates are determined (NTI-S8).
- computes the opportunity cost and terms of trade for an international transaction (NTI-S8).
- compares economic systems and how they contribute to the current trend of globalization (NTI-S8).
- compares the different economic systems and the outcomes they provide in the world economy (NTI-S8).

Learning Objectives

- Explain how demand and supply affect foreign exchange rates.
- Compute the terms of trade for an international transaction using opportunity cost calculations.
- Compare the different economic systems and how they interact in today's global economy.
- Compare the different economic systems and how they provide for their citizens in the world economy.

CCC-AMERICANS WITH DISABILITIES ACT

If you have a disability or want to know if you qualify for accommodations as defined by the Americans with Disabilities Act, you are invited to contact the campus Director of [Disability Support Services](#). You are not required to disclose or reveal information about your disability to anyone at any time, however, in order to receive accommodations in college, you must make those needs known and request services from the Disability Support Services office on one of the three CCC campuses. Inquiries concerning the application of the laws and regulations cited above may be directed to the Human Resources Office, Central Community College, P.O. Box 4903, Grand Island, NE 68802-4903; (308) 398-7325, or to the Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

CCC-ARCHIVING OF STUDENT WORK

To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of CCC, any written assignment in this course may be submitted to an internet based plagiarism detection service such as [Turnitin.com](#) by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

CCC-ATTENDANCE--ONLINE, FACE-TO-FACE, HYBRID

Central Community College faculty record attendance in courses- including online courses. Class attendance and participation contribute significantly to student academic success. Commonly, students who attend class get more out of their college investment through increased learning, stronger relationships with instructors and classmates, earning higher grades, achieving increased passing rates in courses, which leads to completion of academic, and ultimately, career goals. Attendance in an online course may include timely participation in discussions, submitting assignments, activities, projects, etc. (i.e. completing assignments by their deadline). Students should regularly participate in weekly course activities as led by your instructor to ensure meeting attendance requirements. Failure to consistently attend class(es) - even online class(es) - may jeopardize your financial aid.

CCC-COURSE MEETING TIME AND LOCATION

Course meeting time and location may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name

CCC-EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Central Community College does not discriminate on the basis of race, religion, national origin, gender, age, disability, marital status, or military veteran status as is defined by law in employment, admission, scholarship and financial aid programs or operation of its educational programs and activities as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Age Discrimination Acts of 1974 and 1975, and other federal and state laws and regulations.

Central Community College offers career and technical education programs for all students regardless of race, color, national origin, age, religion, marital status, including those with limited English proficiency, sex or disability. For a complete list of programs, go to www.cccneb.edu/programs. Educational programs are offered at but not limited to the

following locations: Columbus Campus, Grand Island Campus, Hastings Campus, Holdrege Center, Kearney Center, Lexington Center and Ord Learning Center.

CCC-EXPECTATIONS FOR ACADEMIC INTEGRITY

Central Community College believes successful students are independent critical thinkers who possess the work ethic and skills necessary to make a positive difference in their professions and communities. In order to maximize student and community success, CCC is devoted to maintaining an honest academic environment and upholding integrity as a core value. All individuals across all course modalities are expected to practice academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. In the case of alleged violations of academic integrity, Central Community College strives for fair resolution.

Instances of Academic Dishonesty:

Behaviors that violate the fundamental values of academic integrity at Central Community College may include but are not limited to the following:

- Plagiarism - direct copying or paraphrasing without citation someone else's work (i.e. writing, images, video or audio)
- Cheating - engaging in any behavior intended to achieve an unfair advantage for self or another in any academic exercise (i.e. unauthorized collaboration or unauthorized use of resources or data in a study)
- Fabricating Information - inventing or falsifying information (i.e. making up resources and/or citations, falsifying academic records)
- Facilitating Academic Dishonesty - soliciting, furnishing, or offering to furnish unauthorized exams, quizzes, or academic materials; participating in academic sabotage

Read the [Expectations for Academic Integrity](#) in its entirety.

CCC-GENERAL INFORMATION

All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or you may utilize this link to the [Student Handbook](#).

CCC-TECHNOLOGY USAGE GUIDELINES

In order to support the activities for this course, Central Community College provides access to computers for students. The College established Technology Use Policy and Procedure documentation. This document can be found on the College web site. You may click this link to download a PDF document outlining the College's [Technology Use Guidelines](#).

CCC-TITLE IX POLICY

Members of the Central Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Any member of the community, guest or visitor

who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX/Equity/AA Coordinator, Dr. Christopher Waddle, 308-398-7325 or TitleIXCoordinator@cccneb.edu. Students should understand that in cases of gender and sex based discrimination, no College employee, including members of the faculty, can guarantee confidentiality. For more information about CCC's policy please reference CCC's [Title IX Handbook](#). For counseling services which may remain confidential, CCC counselors are available for free to all currently enrolled students. To schedule an appointment or to receive additional information contact 402-562-1244 or email counselingservices@cccneb.edu.

Pregnancy Rights and Responsibilities

Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All pregnancy concerns and pregnancy related absences are coordinated by the Disability Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact the [Disability Services Director](#) on your campus. For additional information related to pregnancy rights and responsibilities, please visit <https://www.cccneb.edu/pregnantandparenting> or contact you campus Disability Services Office or CCC's Title IX Coordinator at titleixcoordinator@cccneb.edu

COVID-19 REQUIREMENTS AND EXPECTATIONS

Students diagnosed with COVID-19 are expected to confidentially report this information to any Associate Dean of Student Success or by calling our Grand Island Office at 308-398-7426. Further, Central Community College instructors will support flexible attendance for students exhibiting symptoms or illness.

Specific instructional programs may require industry-specific personal protective equipment (PPE) that must be maintained.

Central Community College reserves the right to require face coverings and to change mode of delivery, instructor, or class schedule due to pandemic response at the college, at a location, or in the community.