

2022-2023



WHITE EARTH TRIBAL &
COMMUNITY COLLEGE
GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG

Faculty Handbook

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Section I: Background

Purpose of the Faculty Handbook

The Faculty Handbook is a living document reflecting the growth of the college and is subject to revision. This handbook provides information about the organization and policies that affect the college's faculty and adjunct instructors.

Note that the Faculty Handbook does not constitute a contract between WETCC and faculty/instructors nor does it serve as the source of policy. Every effort has been made to provide current and accurate information. In the event an inconsistency is noted between the handbook and official WETCC policy, then WETCC policy is the binding agent. Whenever possible, the handbook provides citations, links, and other important sources of information.

WETCC HISTORY

Established by White Earth Reservation Tribal Council Resolution #038-97-005, WETCC first opened on October 7, 1997, in a two room, former grocery store building on Main Street in downtown Mahanomen, Minnesota. The College quickly expanded into multiple buildings throughout the town of Mahanomen.

Strong partnerships were created with the University of Minnesota Duluth, Minnesota State University – Moorhead, Northland Community and Technical College, and Northwest Technical and Community College of Detroit Lakes who accepted credits on a course-by- course basis. A two-year college program of studies was offered focusing on vocational offerings in designated fields.

In 2002, WETCC became a land-grant institution designated by the U.S. Congress to provide additional federal support and teach agriculture and technical education. WETCC was in the third land-grant act and is referred to as a 1994 land-grant institution and in 2003 established the Extension Office to bridge between college and community.

WETCC was granted initial candidacy for accreditation by the Higher Learning Commission (HLC) on October 14, 2004, and continued candidacy in 2006. Accreditation is a quality control process higher education institutions go through to ensure educational standards are met. Full accreditation was granted in 2008. Accreditation allows WETCC credits to be recognized by other institutions and transferrable and with accreditation, students become eligible for Federal financial aid programs.

In 2010, phase one of the current campus was completed for classroom and lab instruction. The second phase was completed in 2012 adding the Cultural Learning Center (now referred to as the Drum Hall) which included more IT capabilities, a full kitchen, large gathering space, and a historical display. Phase three of the campus was completed in Fall 2016 which allowed the campus, for the first time since inception, to be completely located on one campus.

WETCC is governed by a nine-member Council of Trustees (COT) in accordance with their approved bylaws. Seven members are voting and two (Tribal Chairperson and Secretary/Treasurer) are ex-officio. The COT is responsible for policies and procedures for the College's effective governance.

Shared governance is an integrated aspect of WETCC with Faculty, Staff, and Student Senates recognized as well as various committees to promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

White Earth Tribal and Community College

Gaawaabaabiganikaag Gabegikendaasowigamig

Mission

White Earth Tribal and Community College is an institution of higher learning dedicated to academic excellence grounded in Anishinaabe culture, values, and traditions.

Vision

Gidinwewininaan gidinwidoomin niigaanakeyaa - "We are carrying along into the future the way that we were given."

Purpose Statements

To accomplish its mission, WETCC is committed to the following Institutional Purposes:

- The College will present learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the Anishinaabe people.
- The College will support the self-determination of the Anishinaabe people through the preservation and promotion of our history, culture, and language.
- The College will seek to address the social, political, and economic needs of the White Earth Reservation through programs that encourage service to the community.
- The College will promote a philosophy based on the Seven Teachings of the Anishinaabe.

Core Values

The Seven Anishinaabe Teachings (Values) guide WETCC and serve as the values for the College:

Manajj'idiwin (Respect) - Respect for All Beings and Things - The condition of being honored When we live the value of manajj'idiwin we give respect to all living things; in the Anishinaabe worldview, everything has a spirit and therefore deserves respect

- Respect yourself. Try your hardest in all that you do
- Respect your school and keep a positive attitude towards your classes, coworkers, and others
- Respect others. Return their property the way it was borrowed.
- Be mindful of the balance of all living things, honor them and live honorably in teachings and in your

- actions towards all things.
- Safeguard the dignity, individuality, and rights of others.

Zaagi'idiwin (Love) - Giving and Receiving Love - Is to know peace

If we act out of love for one another and ourselves in everything we do, we are living the value of zaagi'idiwin

- Love is unconditional
- Love yourself, eat a healthy diet and take care of your mind, body, and soul
- Love your school and teachers, they are there to help you
- Love others, show kindness and compassion
- Work cooperatively and harmoniously with others
- Be loving towards your parents, classmates, and Elders
- Show kindness to receive kindness.

Zoongide'ewin (Courage/Bravery) - Strength of Heart - is the ability to face danger, fear, or changes with confidence

When we have a strong heart, we can face challenges with courage and integrity

- Be courageous with yourself
- Always be willing to try something new
- Be courageous at school and work, do not be scared to talk in front of others
- Acknowledge your personal weaknesses and develop the strength to combat them
- Be courageous with others
- Do what is morally right and be proud of being Anishinaabe
- Find your inner strength to face difficulties.

Gwayakwaadiziwin (Honesty) - Doing the Right Thing - is speaking and acting truthfully and thereby morally upright

Living the values of gwayakwaadiziwin is doing what is right for the group and holding himself/herself and others to high standards of integrity

- Be honest with yourself
- Maintain truthfulness, sincerity, and fairness in one's actions
- To communicate with others and transmit information fairly and truthfully
- Set realistic short- and long-term goals
- Be honest at work, school with co-workers, teachers, and classmates
- Be honest with others - if you say you will do something, do it
- Be honest with yourself and understand who you are, accept who you are and know how to use the gifts you have been given.

Nibwaakaawin (Wisdom) - Abundance of Wisdom - is the ability to make decisions based upon your knowledge and experience

When we live the value of nibwaakaawin, we seek to learn all that we can in a respectful manner and take the time to reflect upon our teachings

- Reflect on all our experiences
- Use your wisdom
- Continue to gain wisdom with perseverance and time, nothing comes without effort, seek guidance from elders
- Show wisdom by helping others who are struggling to understand

- Share your wisdom with others, share your knowledge and be a good role model
- Know the gifts the Creator has given you to serve others.

Dabasendizowin (Humility)- Humility - is being humble, not arrogant

When we live the values of debwewin, zoongide'ewin, manaaji'idiwin, gwayakwaadiziwin, zaagi'idiwin, and nibwaakaawin, we can hold ourselves in low regard and conduct ourselves accordingly

- Humble yourself. Know your limits and abilities
- Be humble/modest, do not brag or boast to others who are struggling
- Demonstrate sensitivity to others, do not be mean to your family, friends, co-workers, or neighbors
- Recognize that we are all human beings and will make mistakes, be able to accept mistakes and understand the capacity for self-growth and change
- Do not make judgement on others.

Debwewin (Truth) - The Sound of the Heart - is to know and understand the 7 teachings given to us by the Creator and remain faithful to them

Each of us holds the truth in his/her heart and when we live the value of debwewin, we express that truth in everything we do

- Be true to yourself
- Be truthful at school and do all your own work
- Be true to others, do not spread rumors or lies
- Learn truth, live with truth, walk, and talk truth

Have faith and trust in your teachings and show honor and sincerity in all that you say and do.

WETCC Core Competencies

WETCC has established core competencies that describe the disposition for a WETCC graduate. These core competencies are structured after L. Dee Fink's Significant Learning Model. This model of learning emphasizes the whole person and the interdependence between these various aspects of learning.

WETCC has determined that upon completion of the AA degree, a student will demonstrate competency in the following areas:

Application Goal

Okwiinogamigewin nitam (The Community First)

1. Exercise critical/creative thinking.
2. Demonstrate civic/social responsibility.

Integration Goal

Aapiji naagadawendan ongow omaa akiing (Holistic in a Way that Honors all Things)

1. Committed to the development of the whole person.
2. Honor the interrelatedness of all things.

Human Dimension Goals

Mikigaadeg wendjising (Finding Purpose)

1. Identify and develop gifts/talents.
2. Identify and develop interests/goals.

Ogimawin (Leadership)

1. Value diversity by listening and communicating respectfully.
2. Take responsibility.

Caring Goals

Mino Bimaadiziwin (The Good Life)

1. Demonstrate knowledge, skills, and abilities grounded in Anishinaabe history.
2. Take measurable steps toward a productive and fulfilling life grounded in the Anishinaabe Way.

WETCC General Education Program Outcomes

WETCC revised the academic programs in Spring 2018. Courses were aligned better to coincide with the Minnesota Transfer Curriculum (MnTC) which is utilized by the Minnesota State Colleges and Universities (MnSCU) system, making it easier for WETCC graduates to transfer and continue their education at a 4-year institution in Minnesota.

The MnTC ten goal areas at WETCC are as follows:

AREA I: Communication

Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize responsibly material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

To develop writers and speakers who can use the English language effectively and who read, write, speak, and listen critically. All students are required to complete Public Speaking. Writing competency is an

ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. As a result, students are encouraged to also take College Writing I early. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion, students will use material from diverse sources, including the Anishinaabe world view.

AREA 2: Critical Thinking

Goal: To develop thinkers who can unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students will be able to:

- Gather information and apply it to a given problem in a relevant, clear, comprehensive, and conscious of bias in the information selected.
- Imagine and seek out a variety of goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Students will also recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by Anishinaabe and Non-Anishinaabe people. There are no specific classes identified for Area 2 as a cumulative total of all the general area categories comprise this, Area.

AREA 3: Natural Science/Biological Sciences

Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the many ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Students will be able to:

- Demonstrate understanding of scientific theories.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and

make informed judgments about science-related topics and policies, including an Anishinaabe perspective.

AREA 4: Mathematical/Logical Reasoning

Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Students will be able to:

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathematical/logical argument (proof).
- Apply higher-order problem-solving and/or modeling strategies.

AREA 5: History & Social Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.
- Examine social institutions and processes across historical periods and cultures, particularly those important to the White Earth Nation.

AREA 6: Art & Humanities

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experience in both the arts and humanities.

Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context especially those from an Anishinaabe historical and social context.
- Respond critically to works in the arts and humanities.

- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

AREA 7: Human Diversity

Goal: To increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- Describe and discuss the experience and contributions (political, social, economic, etc.) of the Anishinaabe and others who have suffered discrimination and exclusion.
- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

AREA 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Students will be able to:

- Understand our place as Anishinaabe within the global context and demonstrate knowledge of cultural, social, religious, and linguistic differences including Anishinaabe identity and way of life.
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious, and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

AREA 9: Ethical & Civic Responsibility

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Students will be able to:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious, and linguistic differences.

- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.
- Identify ways to exercise the rights and responsibilities of citizenship and the unique status of the Anishinaabe people having multiple citizenship statuses.

AREA 10: People & the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both biophysical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues considering understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.
- Deal with environmental and natural resource challenges and articulate, analyze, and defend their stances on various environmental issues through an Anishinaabe perspective.

Academic Programs and Curriculum

The current Associate of Arts (AA) Degree requirements are detailed in the following pages.

Note: Students who entered WETCC before Spring 2018 can complete their original program/pathway. However, many course IDs/numbers have changed and some courses have been discontinued. Consult with your advisor or the Registrar for course equivalents or substitutions.

Associate of Arts Degrees (AA)

An associate degree is an undergraduate degree that provides a foundational college educational experience. The WETCC A.A (Associate of Arts) in Humanities, Arts, and Social Sciences covers general subjects and prepares students with a broad survey of Liberal Arts, Science, and Mathematics. These General Education courses fulfill requirements of Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota, preparing students for transfer and continuing education in a baccalaureate program. Course transferability is dependent on the receiving institution.

Graduation requirements are outlined in Policy 600.19 – Graduation Requirements. Students are responsible to complete the college work to meet the minimum requirements and apply for graduation

on or before the due date listed on the Academic Calendar.

Students shall be eligible for graduation upon successful completion of:

- 1) Satisfy the requirements outlined for the degree pathway including all institutional requirements, and
- 2) Payment of all outstanding bills and return of all equipment and library books, and
- 3) Complete the equivalent of 60 credits through a combination of full-credit, test-out, and military experience.
- 4) Maintain Satisfactory Academic Progress (SAP), and/or
- 5) Transfer credits may be used to fulfill some areas of program requirements, but students must have completed a minimum of 20* WETCC credits, including the institutional requirements.

* The requirement of 20 WETCC credits was changed to August 13, 2019, by the Council of Trustees. Students already enrolled at WETCC must meet the former minimum of 13 credits.

Associate of Arts (AA)

60 credits

To qualify for the WETCC AA degree, a student is required to:

1) Take the designated WETCC Institutional Requirements

- a. First Year Experience – 1 credit
- b. Last Year Experience – 1 credit
- c. Computer Literacy – 3 credits
- d. History of White Earth – 3 credits
- e. Anishinaabe Culture – 3 credits
- f. Beginning Ojibwemowin – 3 credits

2) General Education Requirements

WETCC courses are aligned with the Minnesota Transfer Curriculum (MnTC) to promote transferability for students. Courses are assigned the specified goal areas as a component of the Curriculum Committee based upon designated student learning outcomes. Students must complete a minimum of 40 credits in the ten MnTC goal areas to meet the requirements for graduation.

3) Complete 60 Credits

- a. At least 25 credits must be taken from WETCC.
- b. No more than 30 credits can be taken online

Some courses can be applied to two general education goal areas, but credits can only be counted one time. At least 40 credits are required to qualify for graduation.

Blank Graduation Plan worksheets are included in the following pages. Students are encouraged to use the worksheets to plan out their individual graduation pathway.

Section II: Personnel

College Closure

Unless an official announcement is made, faculty may assume classes will be held as scheduled. When a full or partial closure is declared, all activities, events, and classes will be automatically cancelled for the specified period. Faculty are responsible to ensure the appropriate hours of instruction are maintained during the semester.

Campus notifications are sent via the College text alert system and WETCC email. Faculty are encouraged to register for text alerts on the WETCC home page – Register for Text Alerts.

Announcements are also posted on WETCC Facebook page and are sent to the local media including:

Radio Stations:

KRJB – 106.5 Ada

KRJM – 101.5

Mahnomen

KKWE – 89.9 Callaway

Television Stations:

WDAY – Channel 6

Fargo KVLV – Channel

11 Fargo

Library

The WETCC library is available for students, faculty, staff, and COT members of the College. Non-reference library items may be checked out at the circulation desk in the library. Library resources are also available on the WETCC website under Quick Links – Library Resources.

Library late fees, or cost of replacement are the borrower's responsibility. If any library fees are not paid in full at the end of a semester, or if all items are not returned to the library, a Library Hold will be placed on the individual account resulting in transcripts, grades, and registration being withheld.

Faculty Classifications

Faculty are classified in accordance with their approved contract. Different expectations follow full-time versus adjunct faculty. In addition, some employees serve as Instructors, full-time employees are expected to conform to the full-time faculty guidelines.

Personnel

All Faculty are considered employees of WETCC and must follow the employee policies found on the Employee Intranet outlined in the Employee Handbook.

Full-Time Faculty

Full-time faculty refers to instructional personnel whose contributions to teaching and learning, scholarship, and service are integral to executing the College's strategic academic goals. Full-time faculty may be asked to teach day or evening courses each semester, depending upon student needs. They are also required to hold and post at least three office hours per week during the semester, participate in committees, and attend the commencement ceremony in the spring and other meetings scheduled throughout the semester. For more information, refer to Academic Policies.

Adjunct Faculty

Adjunct faculty members are contracted to teach specific classes each semester and are not considered full-time employees. Adjunct faculty members are maintained in a faculty pool and when classes are scheduled that require a specific level of expertise, those faculty members who possess the necessary qualifications are contacted to provide instruction for the semester. There are no advertising or search requirements for Adjunct positions. The Academic Dean, in collaboration with Human Resources (HR), may hire a qualified candidate for Adjunct Faculty. Contracts are offered for a semester, academic year, or calendar year, as appropriate. Once an offer is made, an Adjunct Faculty Contract will be written and signed by all parties. For more

information, refer to Academic Policies.

Faculty Credentials

WETCC is committed to hiring and retaining qualified faculty who have field experience in their respective disciplines. WETCC follows the guidelines set forth by the Higher Learning Commission (HLC).

College Faculty Credentialing

College faculty credentialing is a process for evaluating an individual's education and experience in accordance with system-established minimum qualifications for individuals' teaching credit-based courses.

Minimum qualifications for full-time faculty members

The minimum qualification for a full-time faculty member is a master's degree in the assigned field or a master's degree in any field with a minimum of 18 graduate semester credits in the assigned field or meet the requirements through the tested experience process. Full-time faculty members may be assigned available work outside of their assigned field if it is determined that they possess the educational and/or occupational experience appropriate to the assignment and the assignment is essential to meet unexpected and/or sudden staffing needs, or to meet other employment contract obligations. This will be established using the "Credential Evaluation Summary" form when necessary. For more information, refer to Academic Policies.

Minimum qualifications for adjunct members

The minimum qualification for an adjunct is a master's degree in the assigned field. A master's degree in any field with at least 18 graduate semester credits in the assigned field. Adjunct faculty members who do not meet the educational requirements may be hired to teach courses that require special expertise established through alternative credentials/tribal eminence or a tested experience process. This will be established using the "Credential Evaluation Summary" form. For more information, refer to Academic Policies.

Learning Management System (LMS)

All faculty and adjunct faculty members must use Canvas as the Learning Management System (LMS). WETCC currently uses Canvas for Learning Management System and Populi for student data management.

Faculty Performance

Teaching, Research, Service and Lifelong Learning

WETCC is a unique institution of higher learning in many ways. Although we do not currently emulate the tenure system in place at public colleges, WETCC faculty do share the basic workload common in our profession: teaching, research, and service.

WETCC supports and encourages research on issues that can improve understanding of the faculty members' respective academic discipline or as a service to Anishinaabeg Culture for research involves human participation, the faculty member is responsible for obtaining permission from the White Earth Tribal Institutional Review Board (IRB).

WETCC Faculty members are encouraged to participate on the Faculty Senate; Curriculum, Instruction, and Assessment Committee, and other committees as they arise. From time to time, and given specific areas of expertise, faculty could be asked to participate in committee work outside of routine expectations. To stay current in our respective academic disciplines, WETCC faculty members have access to professional development opportunities. Please consult with the Academic Dean if you are interested in participating in a conference or training.

Teaching and Learning

Faculty members are expected to demonstrate excellence in teaching and learning, including the following areas, throughout their employment at the college. For more information, refer to Academic Policies.

1. Quality teaching and learning performance including scheduled classroom instruction.
2. Maintain mastery of subject matter
3. Evaluation of Student Learning – GRADING/ASSESSMENT/RECORDS
4. Academic Advising
5. Support of WETCC Core Values and Policies

Teaching and Learning Performance Expectations

- Plan and organize instruction in ways that maximize student learning.
- Employ appropriate teaching and learning strategies.
- Modify, where appropriate, instructional methods and strategies to meet diverse student needs.
- Employ available instructional technology when appropriate.
- Encourage the development of communication skills and higher order thinking skills through appropriate assignments.
- Communicate subject matter to students.
- Contribute to the selection and development of instructional material.

Curriculum

Curriculum is the formal means by which WETCC translates the mission, vision, goals, and objectives into practice. It comprises all the planned activities and experiences which the college provides to help students to learn. The faculty is responsible for creating quality curriculum and utilizing pre-approved curriculum in all courses. All courses developed shall be consistent with the college's mission and present it to the Council of Trustees for final approval. Quality curriculum development, review, and improvement is the responsibility of Faculty with the support and authorization of the Curriculum Committee and Academic Dean. Curriculum, Instruction, and Assessment Committee is responsible for reviewing proposed curriculum changes and for presenting its recommendations to the Academic Dean. All new courses must be presented to the Cabinet for approval and be approved by the Council of Trustees before being announced. For more information, refer to Academic Policies.

Course Syllabus Information

Syllabi are essential to organize courses and establish the course schedule. Syllabi also document content and methodology for future reference as required by accreditation agencies. All faculty members are required to create a syllabus using the WETCC Syllabus Template and submit it to the Academic Dean for approval after the Curriculum, Instruction and Assessment Committee review and approval. Syllabi should be uploaded into the CANVAS learning management and Populi student management system after approval, and no later than one week before the academic term starts. Syllabi must be provided to students no later than the first-class period.

A copy of the master syllabus will be distributed to all faculty members at the beginning of each semester. While WETCC encourages all faculty to be creative, components on the Master Syllabus are mandatory. All items on the master syllabus are required elements and should not be removed without prior approval of the Academic Dean.

The Registrar will verify that all approved syllabi are included and maintained in the master file. For more information, refer to Academic Policies.

Creating a Syllabus

All syllabi must include information found in the standardized WETCC Syllabus Template found in the Canvas Learning Management System. An extended version, with elements beyond the template, can be created if desired. Faculty should distribute the course syllabus to each of your students at the first-class meeting. While much of the information for the class appears on the standard course syllabus; your extended syllabus is a more individual expression of your organization of the course and is encouraged.

The extended syllabus is intended to be an agreement between the instructor and the student for the semester. An accurate and updated Master Syllabus with requirements can be found on the employee intranet. For more information, refer to Academic Policies.

Grading

A key component of your instruction and assessment is grading. WETCC uses letter grades to document student academic achievement. Grades are a compilation of all course assignments indicated in the syllabus. Grades must be updated before the seventh week of the semester and final points. Each faculty member has the right to determine the appropriate criteria to assign grade-level values to assignments. Final grades are due the Monday following Finals Week.

Letter grades to document student academic achievement are as follows:

A = Excellent
B = Above Average
C = Average
D = Below Average
F = Failing
CR = Credit by Exam
AU = Audit
I = Incomplete
W = Withdraw
R = Repeat

Your course syllabus must contain a section on methods of evaluation and grading scale. There are several factors to consider. The first is that your grading policy must comply with the minimum evaluation requirements specified for that course on the standard course outline. These requirements have been set by the Academic Dean and are intended to assure a minimum level of competence in every section of the course. Individual instructors are obligated to build these requirements into their method of evaluation and grading scale section.

For more information, refer to Academic Policies.

Assessment Enhances Learning

WETCC requires all faculty and adjunct faculty to contribute to the overall learning experience of students and enhance the academic rigor of each course through the assessment of student engagement, surveys, and overall student learning objectives. For more information, refer to Academic Policies.

Good Test Preparation Techniques

Good test preparation techniques include adherence to the course outcomes, clear wording of test questions, test length which is conducive to the time constraints, and test questions that evaluate the appropriate level of knowledge.

Late Work and Missed Exams

It is important to identify your late work and missed exams policy in your syllabus, including whether it is acceptable, and under what circumstances or time limit. For more information, refer to Academic Policies.

Textbooks

Textbooks can be purchased at the WETCC bookstore at the beginning of each semester. Faculty members must provide a list of textbooks with ISBN numbers to the bookstore seven weeks before the start of the semester. Instructor versions of textbooks can also be ordered through the bookstore.

Student Attendance and Records

All faculty must accurately take and enter attendance records for each class meeting. Attendance is reported in Populi and should be recorded no later than 24 hours after the class period.

Faculty are required to take and report attendance in Populi for each class period. An Administrative Drop occurs after a student misses 6 consecutive hours of class or two consecutive class periods, whichever comes first. Attendance will be recorded as follows:

Present – Student arrived promptly and attended the entire class.

Absent- Student is not present during attendance and after class.

Tardy - Student comes to class more than 15 minutes late or leaves more than 15 minutes early without faculty approval.

Faculty are encouraged to use Populi to communicate with advisors and the Librarian/Student Success Coach. Faculty are encouraged to assist with tutoring when needed.

Faculty Absences

The obligations of academic employees, such as teaching, advising, and committee service should not go unmet. The occurrence of inadvertent or unforeseeable absences, such as those due to sudden illness, transportation breakdown, or another emergency, should be communicated as soon as possible to the dean. During planned absences, provision acceptable to the dean should be made for fulfillment of the employee's academic obligations, and such provision communicated to students utilizing WETCC email, learning management system, and campus staff.

For more information, refer to Human Resources Policies.

Classroom Atmosphere

All faculty members are expected to provide a positive classroom atmosphere that will enhance each student's educational experience. Faculty members are expected to be in their instructional areas prior to the stated start times when their classes meet. It is faculty's responsibility to ensure classrooms are maintained respectably. Additionally, care must be taken to respect all students in the class. Faculty members should avoid all appearances of favoritism.

Faculty members should be alert to the positive benefits of humor but avoid joking or any speech or gestures specific to any individual student, as these may be misconstrued as favoritism or biased behavior.

Faculty are responsible for their classroom's conduct to ensure all students maintain a conducive learning environment.

Allowing children in the classroom with students is at the discretion of Faculty unless campus restrictions are in place.

Students who are disrespectful to faculty or other students may be removed from the class. If a faculty member removes a student from his or her class, the faculty member must inform the Academic Dean of the incident and complete an "Incident Report Form" with the name of the student or students involved.

WETCC provides security during all class hours. If necessary, faculty should contact security for assistance.

For more information, refer to Human Resources Policies.

Office Hours

Office hours must be listed in the course syllabi for the convenience of students. Full-time faculty must host at least 3 office hours per week. Adjunct Faculty should plan at least one “virtual” hour per week where students understand their emails will be read and answered electronically.

For more information, refer to Academic Policies.

Maintain Subject Matter Mastery

Providing excellent, current, and relevant instruction to our WETCC students is critical to the on-going success of our college and students. No matter what type of credentialing or type of class that is taught, all faculty are encouraged to stay connected to their subject matter such as,

- Attend conferences or activities in their field or discipline.
- Join a national organization in their discipline.
- Review updated course material in their field.
- Participate in professional development activities.

Evaluation of Student Learning and Program Review

Student learning outcomes are integral to WETCC. The goal is to ensure all students are receiving a valuable education and can do or demonstrate when they have completed or participated in a course. As a result of this, student learning outcomes (SLO’s) must be established in conformance to the specified learning objectives.

All Instructors will:

- Develop assessment and evaluation methods, which measure a student’s progress toward objectives.
- Evaluate and return student work to promote maximum learning.
- Maintain accurate records of student progress.

For more information, refer to Academic Policies.

Assessment of Student Learning

The assessment of student achievement plays a critical role in WETCC institutional evaluation process and is instrumental in HLC accreditation reporting. It is important to the college's advancement as it encourages ongoing reflection and improvement in how we educate our students. Most importantly, it lets us know how everyone is progressing in their education. As a college with educational mission, vision, and values, the institution recognizes its responsibility to:

- Assess courses and the degree program.
- Create measurable goals and student learning outcomes.

Faculty are responsible to design and implement processes to assess and document students' academic understanding and growth in each course. Assessment processes should be grounded in the WETCC mission statement, vision, values, and content areas related to academic course work. The frameworks designed by faculty should illustrate an understanding of the skills, knowledge, and world view perspectives they expect students to gain in the curricula offered, the modes of teaching and learning utilized, the tools of direct and indirect measurement chosen, and how assessment results are used to improve student learning.

The Academic Dean is responsible for oversight of the faculty's student learning assessment and providing feedback to Faculty. The Academic Dean is also responsible to assess overall academic achievement and rigor and to provide this assessment to the President. The President is responsible to review the Academic Dean's assessment and present it to the Council of Trustees.

For more information, refer to Academic Policies.

Academic Program Review

WETCC Faculty is responsible for annual assessment of the Associate of Arts program. The Curriculum, Instruction and Assessment (CIA) committee is responsible for ensuring that the implementation and execution of review is presented in an annual Academic Program Review Report.

WETCC Faculty will conduct an annual evidence-based program review, which should consist of the following components:

- Centrality of program to institutional mission, and
- Demand for program, and
- Quality of program, faculty, resources, and students, and
- Cost/resource efficiency, and
- Evidence of student learning and success.

Comparative and stakeholder data for this assessment will be drawn from peer and transfer institutions, community partners, potential employers, and students.

Faculty will share their assessments with the Faculty Senate by April each year for consideration in the program review process.

Faculty will compile all findings and recommendations into a Program Assessment Summary Report and present it to the Academic Dean for review and approval in May of each year.

The Academic Dean will present the approved Program Assessment Summary Report to the Cabinet for review and approval in June of each year.

The President will present approved Program Assessment Summary Report to the Council of Trustees (COT) for final review and approval at its June meeting, per COT Bylaws.

For more information, refer to Academic Policies.

Academic Advising

All full-time faculty must assist with student advising. The Registrar will assign new students to advisors as quickly as possible in the semester. Students will maintain the assigned advisor from semester to semester unless changed by the registrar.

For advising, faculty should:

- Complete the Academic Advising Knowledge assessment found on the employee intranet.
- Attend routine advising meetings.
- Maintain academic records for all advisees assigned by the WETCC Student Services office.
- Guide students through the appropriate degree checklist according to the degree audit.
- Ensure students are
 - making satisfactory academic progress.
- Encourage interested advisees to apply to baccalaureate degree programs upon completion of associate degree or required number of hours by degree program.
- Identify and assess student goals by reviewing and updating the student questionnaire on the employee intranet.
- Assist advisee in planning a course of study leading to successful completion of the degree being pursued, based upon the degree checklist
- Review the degree audit and advise students to apply for graduation one semester prior to potential graduation.

Faculty Attendance

It is expected that faculty members will not be absent from classes except in cases of illness, emergency, religious observance, or when the absence is desirable for the faculty member to meet his or her professional responsibilities

Faculty absences must be communicated to the Academic Dean prior to missing or cancelling a scheduled class. If class must be cancelled, Faculty will notify students via WETCC email and/or the online student management system. If Faculty is unable, Academic Dean will ensure that students are notified.

Faculty are responsible for ensuring appropriate hours of instruction for the courses taught to ensure compliance with applicable regulations. Faculty absences are required to report make-up time to the Dean.

Previous Dean stated below:

1. If a faculty member is absent from the campus because of travel for 5 contiguous working days or fewer in a semester, he/she does not need permission from the dean. The faculty member is nevertheless responsible for ensuring that all classes are covered and that other professional obligations (such as committee meetings and undergraduate advising duties) are also fulfilled.
2. If a faculty member is to be absent from campus because of travel for more than 5 contiguous working days but not more than a total of 10 working days in a semester, they must inform the dean in writing of the proposed absence and must obtain prior written permission both for the absence and for the arrangements made to cover classes, advising, etc.
3. For proposed absences of more than a total of 10 working days overall in a semester because of travel, the faculty member shall inform both the dean and the provost's office in writing of the proposed absence and proposed arrangements to cover teaching, advising, and other responsibilities. Both the dean and the provost's office must approve such absences and arrangements in advance of travel.
4. If a faculty member is to be absent from campus during a final examination period, they shall obtain the prior written approval of the dean.
5. Submission of requests for faculty absence from campus should be made no later than one week prior to the intended departure.

Faculty Governance: Organization Structure and Resources

The Faculty Senate shall be the primary body to provide feedback on academic policy in collaboration with the Academic Dean. The Faculty Senate will enforce existing academic policies and make recommendations on policies governing academic standards. They will also formulate academic and other education policies concerning requirements for degrees. The Senate shall participate in the formulation of WETCC policies that affect academics. The Senate may formulate positions on any matter of college-wide concern.

For more information, refer to Human Resources Policies.

Academic Freedom

WETCC recognizes that Academic freedom is an essential characteristic of higher education as it gives faculty the right to full freedom in research and the publication of those results, freedom to open discussion in their classroom as it relates to their subject, and the right of faculty to be free from institutional censorship and/or discipline when they speak or write as citizens. However, as persons of learning and educators, faculty members should remember that the public may judge their profession and/or institution by their statements. Thus, faculty should always be accurate, exercise restraint, show respect for others' opinions, and clearly indicate when they are not speaking for the institution.

Academic freedom principles contribute to a climate in which debate is encouraged about complex, challenging subjects, and issues about which reasonable people may disagree. This policy informs the nature of faculty engagement in student learning.

The WETCC Academic Freedom policy protects the rights, recognizes the responsibilities of faculty, and allows them to teach in an environment that supports student-centered learning, where students acquire knowledge and the critical thinking skills necessary to address the challenges and complexities of society.

Faculty members are entitled to full academic freedom in the engagement of student learning. This freedom extends to classroom teaching, program development, and to any other student learning setting. While entitled to these rights, faculty should be guided by the principle that material presented in class serves the primary purpose of advancing student learning in the context of the course and/or program objectives. A faculty member does not have the right to intimidate students who express a contrary point of view. In addition, cultural sensitivity, especially relative to the Anishinaabe people, must be maintained.

In support of the protection of academic freedom, it is the right of every WETCC faculty member and student to have access to a fair and objective appeal process in situations of alleged infractions of Academic Freedom, in accordance with WETCC grievance policy and procedure.

For more information, refer to Academic Policies.

Faculty Conduct

All college employees must behave professionally, both on and off campus. Faculty members have a responsibility to be positive role models in the classroom and the community. Students look to faculty for leadership and citizenship. Students are to be treated with respect. Faculty members are expected to treat all college staff with respect.

Faculty members are prohibited from any type of sexual approach or verbal abuse of any student on or off campus. Faculty must follow Human Resources Consensual Relationship Policy, and Title IX Policy.

For more information, refer to Human Resources Policies.

Faculty Evaluation Procedures

The Academic Dean will evaluate full-time, part-time, and adjunct faculty members. Faculty members are evaluated on teaching, scholarship, and service.

Teaching:

- Student Course evaluations - During the semester, all students are encouraged to comment on their course(s) using a student survey document, a component of the course assessment process.
- Course Peer Review observations – Member of the CIA committee will complete a course observation during the academic year. The following areas are considered: subject matter content, organization, rapport, teaching methods, presentation, management, sensitivity, assistance to students, and physical aspects of the classroom.
- Syllabi – Evaluation and approval of all syllabi is the responsibility of the Curriculum, Instruction and Assessment (CIA) Committee

Shared Governance

Faculty have multiple opportunities to participate in the governance and administration at WETCC. The following are opportunities to shape the future of WETCC.

Faculty Senate

Shared Governance is a decision-making model in which various WETCC committees, senates, and President's Cabinet have been designated to share the rights and responsibilities to contribute to major decisions for which they have expertise or special interests. Shared governance is a social system of self-government wherein decision-making responsibility is shared by those affected by the decisions. The foundation of a successful shared governance system is built upon communication and trust and emphasizes participation by all involved.

In WETCC's shared governance model, institutional and policy decisions are made via informed recommendations including input from Faculty, Staff, and various committees.

Curriculum, Instruction, and Assessment (CIA) Committee

The Curriculum, Instruction, and Assessment Committee and Academic Program Review Team are responsible for compiling Faculty findings from their annual assessment and recommendations and writing an annual Academic Program Review Summary Report.

Full-time faculty are required to participate on the Curriculum Committee. Adjunct faculty are encouraged to participate but not required.

The President is responsible for presenting the Academic Program Review Summary Report to the Council of Trustees (COT) per the COT Bylaws.

Additional committees that offer opportunities include the Institutional Effectiveness Committee, Project Success (Ad Hoc) and other Ad Hoc committees as established per WETCC needs.

For more information, refer to Academic Policies.

Policies and Procedures for Student Success

Student Success

Faculty are responsible to assist students in the use of existing tutoring, mentoring, emergency/crisis aid, and other services that WETCC provides. Faculty are actively involved with the Early Alert system so must be aware and participate as needed.

Grade Changes

Grade changes are considered when a student contests a grade or when there has been a documented error in grade calculation. Faculty members must fill out the change of grade form. All grade changes must be reported to and approved by the Academic Dean.

Grade Change Considerations:

- When a letter grade is submitted to replace the incomplete, by the instructor of record.
- When a grade resulting from an error in computation is corrected by the instructor of record.
- When an error committed in the administrative recording process is corrected by the Registrar's office.
- When a student's grade appeal has been successful. Grade changes for the previous semester must be initiated by the student no more than 30 days after the required grade posting date. Grade appeal forms are in the Student Services Office.

For more information, refer to Academic Policies.

Incomplete Grades

A grade of "I" is given to students whose work at the end of the term is still in progress and at least 70% complete. Such grades will be restricted to those circumstances in which there have been extenuating circumstances. The instructor and student must develop an individualized plan with outlined steps and timelines for completion. This can be done by completing the "Incomplete Grade Contract." This plan must be approved by the instructor and submitted to the Registrar before the last day of the semester.

For more information, refer to Academic Policies.

Administrative Drop Policy

White Earth Tribal and Community College (WETCC) reserves the right to administratively drop or withdraw a student from enrolled courses to limit the academic consequences for the student and the financial liability of the student and institution based on the attendance submitted by faculty.

Circumstances arise where students may not attend class or make academic progress. At a certain point, their financial aid is jeopardized. Failure to attend or make progress must be reported accurately and timely to ensure that WETCC does not have to pay back financial aid due to lack of student attendance. Most often, this situation occurs due to lack of attendance, making attendance reporting important following each class period.

There are two types of administrative removal of a student:

Administrative Drop: An administrative drop is the action by WETCC to remove a student from a class for a specified reason, prior to the add/drop date.

Administrative Withdrawal: An administrative withdrawal is the action by WETCC to withdraw a student from a class or classes after the add/drop date based on a specified reason.

Administrative Drop occurs after a student misses 6 consecutive hours of class or two consecutive class periods, whichever comes first.

This situation is not desirable, and every faculty and staff member should strive to assist students prior to administrative action. WETCC faculty and staff responsibilities include:

Faculty is responsible to enter student attendance into the student management system daily so the Student Services department can receive up-to-date communication on student progress and process any administrative withdrawals timely to avoid unnecessary repayment to financial aid agencies.

The Dean of Student Services is responsible for monitoring student attendance weekly and notifying the Registrar of any concerns with attendance or non-compliance with policies and procedures.

The registrar is responsible for determining student status changes and processing the appropriate notifications. The Registrar is responsible for notifying the Financial Aid Office, the Dean of Student Services, and the Academic Dean of all drops and withdrawals weekly.

The Financial Aid Coordinator is responsible for calculating the earned and unearned portions of financial aid in accordance with appropriate regulations.

Students unable to attend any class meeting(s) must communicate with the instructor who can determine if the absence is excused.

Students who wish to appeal for an administrative drop should submit a written appeal to the Dean of Student Services. The appeal should include the student's name, date of appeal, reason for appeal, and justification/documentation to support the appeal. All appeals must be initiated by the student within two days of the drop notification from WETCC.

For more information, refer to Academic Policies.

Independent Studies

Independent Studies are offered under unusual circumstances when a student has a special interest or expertise and develops a proposal to do independent research. This proposal should include the activities the student will undertake and how the work will be evaluated. An "Independent Study Contract" form must be completed and submitted to the Academic Dean for approval. Independent studies may also occur in rare circumstances when a student has only one remaining class left to graduate, and the class is not being offered in the current term. In this event, an "Independent Study Contract" form must be completed by the student and the faculty and submitted to the Academic Dean for approval. Students on Academic Improvement Plans are not eligible for Independent Studies.

For more information, refer to Academic Policies.

Academic Honesty

The faculty at White Earth Tribal and Community College (WETCC) are committed to teaching students how to become ethical users of information and ideas. They are responsible for educating students in the research process and mechanics of writing and proper documentation, in addition to holding students accountable for honest work. Whether an assigned project is in a visual, written, or spoken format, students are expected to accurately reference all sources of information consulted for the project.

Academic Honesty and Classroom Conduct—The primary academic mission of WETCC is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty, cheating, plagiarism, and collusion are serious offenses that undermine the educational process and the learning experience for the entire college community. Faculty should consult the Academic Dean for guidance on suspected infractions.

The prevailing forms of academic dishonesty are cheating, plagiarism, collusion, and the submission of false information regarding admission, readmission, and academic appeals of petitions.

Cheating in the instructional setting is the unauthorized use or exchange of information by students in meeting academic standards or requirements. Examples include, but are not limited to the following:

1. Copying other's work for an examination or assignment.
2. Using unauthorized notes or aids during an examination.
3. Taking an examination or completing assignments for another student.
4. Collaboration with any other person during a test without instructor authorization.
5. Unauthorized assistance on a take-home examination.
6. Arranging for another student to take an examination.
7. Attempting to obtain, or knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unreleased test or information about an unreleased test.
8. Bribing any other person to obtain an unreleased test or information about an unreleased test.
9. Submitting substantial portions of the same work or identical work for credit in more than one course, without consulting the instructors.
10. Submitting research and assignments prepared by others e.g., purchasing the services of a commercial term paper company or hiring another person to author their papers.
11. Altering or forging an official college document.

Plagiarism is representing another person's words or ideas as one's own without proper attribution or credit. Other people's words or ideas must be given adequate documentation whether used in direct quotation or in summary or paraphrase. Plagiarism includes, but is not limited to, quoting written or oral materials without citation on an exam, term paper, homework or other written materials or oral presentations for academic requirements; submitting a paper purchased from a term paper service as one's own; submitting anyone else's work as one's own. Any form of plagiarism constitutes an act of cheating.

Collusion is an agreement by two or more people to commit an act of academic dishonesty.

Students are expected to assume responsibility for their work and student materials submitted in fulfillment of course, program, and college academic requirements must represent that student's own efforts. Any act of academic dishonesty attempted by a student at WETCC is unacceptable and will not be tolerated.

The College will not attempt to distinguish between students who cheat or plagiarize and those who allow such behaviors to occur. A student who intentionally assists another in the act of cheating or plagiarism is subject to disciplinary action for abetting academic dishonesty. See Student Handbook: Code of Conduct.

Faculty should communicate with the Academic Dean when any issues arise for assistance in the process.

For more information, refer to Academic Policies.

Disability Services

Disability Support Services are available through the WETCC Student Services Department. It is the goal of WETCC to provide reasonable accommodations to eligible students individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional.

Students requesting accommodation at WETCC must contact the Dean of Student Services. To be eligible for reasonable accommodation, the student must have a documented disability that significantly interferes with access to the curriculum, services, or programs at WETCC.

Faculty, staff, and administrators will not ask students about their disability without the student initiation. Once the student has initiated the faculty, staff or administrator should encourage the student to meet with the Dean of Student Services to help determine a plan for accommodation(s).

WETCC will not discriminate against someone because of a disability.

White Earth Tribal and Community College will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. Students requesting accommodation at White Earth Tribal and Community College must contact the Associate Dean of Student Services who will evaluate the request, determine any accommodations, and communicate the accommodations to affected faculty.

Accommodation should not be granted by Faculty unless it has been approved and communicated by the Dean of Student Services.

For more information, refer to WETCC Disability Services policy 700.07.

Students' Rights

Students are the reason WETCC exists. Faculty and staff are responsible to be considerate and empathetic in assisting students in fulfilling their educational goals, however, they must also assure quality and ability to assure WETCC credits readily transfer to other institutions.

WETCC maintains a Bill of Students Rights to ensure equity, empathy, and quality in operations. The rights of students include:

Freedom of Access to Higher Education: WETCC makes clear in the approved policies and Student Handbook its expectations regarding the characteristics of students which it considers relevant to success in the college programs. No student is barred based on race, sex, creed, color, or national origin from WETCC. The academic facilities and services of WETCC are open to all enrolled students, subject to departmental limitations.

In the Classroom: Faculty should encourage free discussion, inquiry, and expression. Student performance is to be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

1. Protection of Freedom of Expression - Students are free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters

of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

2. Protection Against Improper Academic Evaluation - Students have protection against prejudice or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
3. Protecting Against Improper Disclosure: Information about students' views, beliefs, and political associations which the professors acquire as instructors, advisors, and counselors is considered confidential. Protection against improper disclosure is a serious professional obligation. Judgment of ability and character may be provided under appropriate circumstances, normally with the knowledge of the student.

Students of WETCC are afforded the following rights:

- Access and Affordability – all students have the right to access an affordable and equitable education tailored to their individual needs that prepares them for life beyond WETCC;
- Civic Participation – all students have the right to engage with their community and expect the College to treat them with the rights of citizens;
- Influence Decisions – all students have the right to shape decisions impacting their future;
- Diversity and Inclusivity - All students have the right to learn in an environment that does not discriminate against them and reflects the variety of backgrounds in the student body;
- Due Process – All students have the right to understand existing rules in the College and the opportunity to address unfair treatment;
- Expression – All students have the right to express themselves within an educational context;
- Positive Environment – All students have the right to feel mentally, physically, and emotionally safe at WETCC;
- Assessment - All students have the right to academic evaluation solely based on academic achievement.

More information on student rights, including the grievance procedures, can be found under Student Bill of Rights Policies 700.04 on the WETCC intranet.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law administered by the Family Policy Compliance Office in the U.S. Department of Education. This law was created to

protect the privacy of students under several conditions. FERPA applies to all educational agencies and institutions that receive funding under any program administered by the U.S. Department of Education. White Earth Tribal and Community College (WETCC) is required to comply with FERPA.

Definitions Under FERPA:

Student – For the purposes of FERPA the term “student” means an individual who is Enrolled at WETCC and is attending.

Dependent Student – is defined by the Internal Revenue Service as younger than 24 years old as of the end of the calendar year or of any age if permanently and totally disabled and claimed on the parent’s most recent year’s income tax statement.

Educational Records - are records, files, documents, and other materials which contain information related to a student’s academic progress, financial status, medical condition, etc. and are maintained by WETCC.

WETCC Official – includes faculty, adjunct faculty, administrators, student services staff, attorneys, auditors, clerical staff, trustees, and members of committees.

FERPA rules apply to all enrolled students of WETCC, and parents of WETCC students under 18 are afforded FERPA rights. Once a student attending WETCC reaches the age of 18 they become an “eligible student” and all rights formerly given to parents under FERPA

transfer to the student. The eligible student (or parent if under 18) has the right to have access to their education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (under certain circumstances specified in the Student Records Policy 700.02), and the right to file a complaint with the U.S. Department of Education.

FERPA prohibits the disclosure of personally identifiable information from an eligible student's education record to a third party unless the eligible student has provided written consent. Certain exceptions apply, see the remainder of this policy and the Student Records Policy for exceptions including financial aid and transfer to another post-secondary institution.

FERPA Law Ensures Protection of the improper disclosure of personally identifiable information derived from educational records. Information an official obtains through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist, unless the official had an official role in determining that generated a protected education record.

WETCC must provide certain privacy protections for education records maintained and allows the destruction of those records as outlined in the Student Records Policy 700.02.

An eligible student has the right to request inaccurate or misleading information in their education record be amended. WETCC will consider amendment requests in a reasonable period (no later than 45 days) upon receipt of a written request providing information and appropriate documentation supporting the inaccurate or misleading information.

WETCC will allow students the opportunity to inspect and review their education records within a reasonable period (no later than 45 days) upon receipt of a request. Parents of WETCC students under 18 are given the same rights.

WETCC officials can obtain access to personally identifiable information contained in education records provided they have a "legitimate educational interest" in the information. A school official must review the education record to fulfill their professional responsibility.

When FERPA does NOT apply:

FERPA may not be used to challenge a grade, an opinion, or substantive decision made by WETCC about an eligible student.

WETCC may non-consensually disclose an eligible student's education records to parents of a "dependent student," in connection with a health or safety emergency, in response to a subpoena or judicial order, or law enforcement in response to an alleged crime. Information deemed "directory information" does not require consent.

Please refer to WETCC FERPA Policy 700.03 and Student Records Policy 700.02 on the intranet for more information.

Educational Records

Educational records include more than academic records. Educational records, except those designated as directory information, may not be released without the student's written consent to any individual, agency, or organization other than specifically authorized personnel.

FERPA privileges cease upon the death of a student. A written and signed request from the decedent's parent, guardian or spouse is required for release of this information. FERPA privileges end when an individual is no longer a student.

Archiving

Student Service records will be held for five years. Student Financial Aid records will be held for three years. The electronic record is maintained in the Student Management System.

Glossary of Terms

Academic Dishonesty: Any type of cheating in relation to academic exercise.

Academic Freedom: Freedom to express ideas without risk of official interference or professional disadvantage.

Adjunct Faculty: Adjunct positions are temporary, non-benefit eligible faculty hired for specified limited term. Adjunct appointments are typically instructional, and the Adjunct is compensated per course.

Attendance records: Documented student data evidence of presence in courses.

Cheating: The unauthorized use or exchange of information by students in meeting academic standards or requirements. Examples include, but are not limited to the following:

1. Copying other's work for an examination or assignment
2. Using unauthorized notes or aids during an examination
3. Taking an examination or completing assignments for another student
4. Collaboration with any other person during a test without instructor authorization
5. Unauthorized assistance on a take-home examination
6. Arranging for another student to take an examination
7. Attempting to obtain, or knowingly obtaining, using, buying, selling, transporting, or soliciting, in whole or in part, the contents of an unreleased test or information about an unreleased test
8. Bribing any other person to obtain an unreleased test or information about an unreleased test
9. Submitting substantial portions of the same work or identical work for credit in more than one course, without consulting the instructors
10. Submitting research and assignments prepared by others e.g., purchasing the services of a commercial term paper company or hiring another person to author their papers
11. Altering or forging an official college document

College Faculty Credentialing: College Faculty Credentialing means the process for evaluating an individual's education and experience in accordance with system established minimum qualifications for individuals teaching credit-based courses and for counselors and librarians.

Course-Level Assessment: A cyclical process, fundamental to faculty practice, of identifying and articulating student learning goals, aligning those goals with curriculum, collecting evidence of student learning, interpreting the evidence, and using the evidence to improve student learning.

College Level Examination Program (CLEP): A group of standardized tests created and administered by the College Board that assess college-level knowledge and provide a mechanism for earning college credits without taking college courses. (Visit www.clep.collegeboard.org for list of exams.)

Collusion: An agreement by two or more people to commit an act of academic dishonesty.

Course Test-Out: A process by which a student may demonstrate content knowledge to the point of mastery for college credit.

Credential Field means a defined area of knowledge and skill specifically related to a program, service, or academic discipline, and for which system established minimum qualifications are created.

Curriculum: Formal means by which WETCC translates the mission, vision, goals, and objectives into practice. It comprises all the planned activities and experiences which the college provides to help students to learn.

Disruption: Actions that distract other students from being able to pay attention in classes.

Evidence-Based: The use of measurable data and objective evidence to inform and guide decision-making and planning.

Experiential Credit: Credit given for skills and knowledge gained from previous education, job training, self-study, or occupational experiences.

Extenuating Circumstance: Circumstance beyond one's control e.g., significant personal illness, injury, or unforeseen personal difficulty.

Federal Pell Grant: A subsidy the U.S. federal government provides for students who need it to pay for college. Pell Grants are limited to students with financial need through participating institutions.

Formal Appeal: Process to follow when an informal appeal to faculty did not resolve a student concern. Escalates issue so administration can pay greater attention.

General Education Credits: The 40+ credits defined by the MnTC in the 10 goal areas required for a 2-year degree.

Grade Point Average (GPA): A calculated average of the letter grades earned in classes following a 0 to 4.0 scale. (See calculation below.)

Higher Learning Commission - (HLC) is the accreditation body of WETCC.

Incomplete "I" Grade: A temporary grade given to a student who, because of an extenuating circumstance, has not or may not complete all required course work by the end of the semester, but has a reasonable probability of passing the course when all requirements are completed.

Independent Study (I.S.) Course: A course not on the current semester's schedule but arranged, planned, and managed by a supervising instructor, in conjunction with goals proposed by the student, then refined and approved by the instructor.

Note: "Independent" does not mean "without an instructor," but rather "independent of regular class meetings or other students."

Informal Appeal: A discussion with a faculty member to ask about the criteria which resulted in the grade and ask for reconsideration. No formal action results if the student is satisfied with the outcome.

Joint Service Transcript (JST/SMART): Document provided by the military describing military schooling and work history in civilian language. It serves as a counseling tool for academic and career counselors in advising service members and veterans.

Military credit: Credit awarded for experiences gained while serving in the military.

Minimum Qualifications: Minimum qualifications mean minimum requirements used to evaluate the credentials of an individual considered for college faculty work, including educational requirements and teaching and learning competency requirements. It may also be related occupational experience, state and/or national industry licensure/certification, and other requirements as appropriate for each credential field.

Minnesota State Colleges and Universities – MinnState (formerly MnSCU).

Minnesota Transfer Curriculum – MnTC: General education goals for transfer to Minnesota public institutions. Comprised of 10 Goals areas of 40 credits:

Core Goal Areas

Goal 1: Communication

English Composition: One or two courses (4-8 credits)

Speech/Communication: One course (3 credits)

Total: 7-11 credits

Goal 2: Critical Thinking

This goal is often fulfilled automatically when all goal areas are completed.

However, some institutions may require completion of one or more courses in this goal area.

Goal 3: Natural Sciences

Institutions require two science courses (e.g., one biological and one physical science). One course must have a traditional lab and the other must have a traditional lab or lab-like experience.

Biological Science: One course (3-4 credits)

Physical Science: One course (3-4 credits)

Total: Two courses (7-8 credits)

Goal 4: Mathematical/Logical Reasoning

A college-level math or logical reasoning course is usually required.

Math: One course (3-5 credits)

or

Logic: One course (3 credits)
Total: One course (3-5 credits)

Goal 5: History and the Social and Behavioral Sciences

Three courses are typically required. Some institutions require courses from three different subject areas, or they may require at least one social and one behavioral science course. Common subjects are Anthropology, Economics, Geography, History, Political Science, Sociology, and Psychology.
Total: Three courses (6-9 credits)

Goal 6: The Humanities and Fine Arts

Three courses are typically required. Some institutions require courses from three different subject areas, or they may require at least one fine arts and one humanities course. Common courses are Art, English (literature), Humanities, Music, and Philosophy (except logic).
Total: Three courses (6-9 credits)

Theme Goal Areas

Goal 7: Human Diversity

Total: One course (3 credits)

Goal 8: Global Perspective

Total: One course (3 credits)

Goal 9: Ethical and Civic Responsibility

Total: One course (3 credits)

Goal 10: People and the Environment

Total: One course (3 credits)

Total credits to complete the MnTC ten goal areas: 40 credits

Pedagogy: The method and practice of teaching.

Plagiarism: Representing another person's words or ideas as one's own without proper attribution or credit, includes but is not limited to quoting written or oral materials without citation on an exam, term paper, homework or other written or oral presentations for academic requirements; submitting a paper purchased from a term paper service as one's own, and submitting anyone else's work as one's own.

Program: the combination of courses and requirements leading to a degree – in this Policy, it refers to WETCC’s Associate of Arts degree.

SAP: Satisfactory Academic Process.

Syllabus: A document that contains the course title, course description, prerequisites, total credits, student learner outcomes, and standards for evaluation of student learning.

Student Code of Conduct: Refers to the WETCC policy on expected student conduct and consequences for violations.

Template: A pre-formatted document containing suggested or prescribed layout and/or content.

Tribal Eminence: The process by which the tribal community can recognize master's in culture, language, and history giving them the certifications necessary to teach.