

Gaawaabaabiganikaag
Gabegikendaasowigamig

White Earth Tribal & Community
College



Faculty Handbook
2018-2019

This Handbook is Subject to Change
Addenda will be approved through appropriate process, distributed through WETCC e-mail
accounts and posted at www.wetcc.edu.
August 2018

Directory of College Services

Campus Directory

Department/Service	Phone/Extension
WETCC Phone	218-935-0417
FAX Lines	218-935-5798 218-936-5814
Front Desk/Receptionist	100
Academic Dean	304
Admissions Office	322
Bookstore	215
Business Office/Finance	309
Culture Department	212
Extension Office	312
Financial Aid Office	225
Human Resources	332
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WHITE EARTH TRIBAL & COMMUNITY COLLEGE

Welcome White Earth Tribal and Community College Faculty:

On behalf of White Earth Tribal and Community College, I would like to take the opportunity to express our gratitude to you for your commitment to advancing higher education for Anishinaabe people through your service in teaching at White Earth Tribal and Community College.

White Earth Tribal and Community College is committed to academic excellence and we look forward to growing in this vision together.

Welcome to the academic year at White Earth Tribal and Community College!

Sincerely,

Dr. Melinda Rustad
Academic Dean
White Earth Tribal and Community College

WETCC Mission Statement

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

WETCC Purpose Statements

- 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

Vision Statement

Gidinwewininaan gibimiwidoomin niigaanakeyaa—“We are carrying along into the future the way that we were given.”

WETCC Anishinaabe Values

Debwewin

The literal translation of this word is **the sound of your heart**. Each of us holds the truth in our heart and when we live the value of debwewin, we express that **truth** in everything we do.

Zoongide’ewin

The literal translation of the word is **strong heart**. When we have a strong heart, we are able to face challenges with **courage** and integrity. A person living the value of zoongide’ewin acknowledges her own weaknesses and faces them with a strong heart.

Manaaji’idiwin

When we live the value of manaaji’idiwin we give **respect** to each other. In the Anishinaabe worldview, everything has a spirit and therefore deserves respect. This concept is included in this word.

Gwayakwaadiziwin

The literal translation of this word is to be correct or straight in everything that we do. If an individual lives the value of gwayakwaadiziwin, she must do what is right for the group and hold herself and others to high standards of **integrity**.

Zaagi’idiwin

If we act out of **love** for each other and ourselves in everything we do, we are living the value of zaagi'idiwin.

Nibwaakaawin

The literal translation of this word is an abundance of **wisdom**. 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.

Dabasendizowin

When we live the values of debwewin, zoongide'ewin, manaaji'idiwin, gwayakwaadiziwin, zaagi'idiwin, and nibwaakaawin we can hold ourselves in low regard as this word indicates without having low self-esteem. We understand that we are **humble** beings and conduct ourselves accordingly.

PERSONNEL

All Faculty are considered employees of WETCC are required to follow the employee policies.

Definitions

Full-Time Faculty – Full-time faculty refers to instructional personnel who teaches 15 credits each semester. Full-time faculty are required to have on campus presence of at least 3 days a week during the day or written agreement with the Academic Dean and special approval.

Part-Time Faculty – Part-time faculty refers to personnel who split their full-time hours between instructional hours (5-11 credit hours per semester) and other departmental duties (i.e. Student Success).

Adjunct Faculty – Adjunct faculty members are those who teach less than five (5) credit hours per semester. 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.

Faculty Credentials Guidelines

White Earth Tribal and Community College is committed to hiring and retaining qualified faculty who have field experience in their respective disciplines. White Earth Tribal and Community College follows the guidelines set forth by the Higher Learning Commission.

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, the assignment is essential to meet unexpected and/or sudden staffing needs, to provide a full workload, or to meet other employment contract obligations. This will be established using the "Faculty Rubric" form.

Minimum qualifications for adjunct faculty members

The minimum qualification for an adjunct 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. Adjunct faculty members who do not meet the educational requirements may

be hired to teach courses that require special expertise established through the tested experience process, developmental courses, courses that are not required under transfer curriculum, or to fulfill emergency staffing needs. This will be established using the “Faculty Rubric” form.

General Education Requirements

Each faculty member teaching college credit courses as part of the general education requirements toward an Associate degree program must have completed a Master’s degree in the teaching discipline or hold a Master’s degree with a minimum of 18 graduate semester credits in the teaching discipline.

Developmental Courses/Non-Transfer Courses

Each faculty member teaching developmental courses or non-transfer courses must have completed a bachelor’s degree in a relevant field.

eLearning Qualifications

All faculty members who teach courses on campus, fully online, hybrid courses, or technology enhanced courses must express comfort with Learning Management System (LMS).

Tested Experience Policy

The Higher Learning Commission’s Handbook for Accreditation states that a “qualified faculty” consists of “people who by formal education and tested experience know what students must learn.”

The preservation of the Ojibwe language and culture is a primary concern of the college and community of the White Earth. To ensure the integrity of the language, White Earth Tribal and Community College uses a “tested experience” process to determine qualified faculty in the following areas who may not possess the generally acceptable academic degree through the formal education process. Faculty members who are eligible under this policy will undergo review every five years.

Guidelines for Evaluating Alternative Credentials

All faculty members must meet the primary qualifications unless requesting to use alternative credentials. Faculty members who hold alternative credentials may be considered for appointment with use of the faculty rubric if:

1. The faculty member has outstanding professional experience and demonstrated contributions to the teaching discipline, which may be presented in lieu of formal academic preparation.
2. The faculty member has training in a closely related discipline and the competencies needed to teach the course objectives were covered in the related discipline.
3. Documentation of professional experience may include a combination of factors, such

as:

1. Recognition in journals, online sources, or textbooks on the discipline
2. Certification of participation in training
3. Certification in field
4. Professional presentations
5. Professional registry
6. Apprenticeships
7. Honors and awards directly related to the discipline
8. Letters of support from past employers, colleagues, etc. on business stationery that speak directly to work in the discipline
9. Evidence of continuous excellence in teaching
10. Other discipline-related documentation that demonstrates third-party recognition of the applicant's expertise in the field

Certificate Programs

As the college grows and programs are added, the educational requirements of certificate programs will be based on state and national industry standards and available educational and training opportunities.

Process for Evaluating Faculty Qualifications and Credentials

Applicants for full-time, part-time, and adjunct faculty positions must e-mail a WETCC employment application, cover letter, copies of undergraduate and graduate transcripts and curriculum vitae to the Academic Dean.

- Eligibility for employment will include undergraduate and graduate transcripts verifying a doctorate or Master's degree in the teaching discipline or a Master's degree with 18 graduate semester credits in the teaching discipline. Faculty teaching developmental or non-transfer courses must submit undergraduate and/or graduate transcripts at a minimum for the level of degree coursework being taught and documentation of alternative credentials, such as licensure, certification, or work experience in the teaching discipline.
- Degrees and coursework must be obtained from regionally accredited institutions through the (1) Middle States, (2) New England, (3) North Central, (4) Northwest, (5) Southern, or (6) Western associations or commissions. International credentials must be assessed as equivalent academic preparation by an approved evaluation service.
- Coursework submitted by the faculty applicant as graduate credit must be clearly designated by the granting institution as part of a graduate program, or formally validated by the granting institution as graduate level study.
- Adjunct faculty teaching credit courses must fulfill the same graduate level credit requirements as full-time faculty.
- For any faculty positions requiring alternative credentialing qualifications, copies of the appropriate documents are acceptable. Applicants are responsible for providing the Academic Dean with the original document, which will be copied, initialed, and returned to the applicant.
- All official transcripts must be on file within 30 days of hire.

The Academic Dean completes the "Faculty Rubric" form to ensure compliance. This documentation will be placed in the faculty personnel file. If the applicant does not meet the required educational or alternative qualifications, they will be notified of the decision not to hire.

Teaching, Research, Service and Lifelong Learning

White Earth Tribal and Community College is a unique institution of higher learning in many ways.

Although we do not currently emulate the standard tenure system in place at other colleges, WETCC faculty do share the basic workload common in our profession: teaching, researching, and service.

White Earth Tribal and Community College supports and encourages research on issues that can improve understanding of the faculty members' respective academic discipline or as a service to Indian Country. If the research involves human participation, the faculty member is responsible for obtaining permission from the White Earth Tribal Institutional Review Board.

As is common in our profession, WETCC faculty members serve on a variety of committees at the levels of program or school: institutional, regional and national levels. Regarding faculty senate committees at the institution level, each academic program is expected to have a faculty representative on each Faculty Senate standing committee.

To stay current in our respective academic disciplines, WETCC faculty members have access to professional development opportunities. Please consult with Academic Dean if you are interested in participating in a conference or training.

Competency and Pedagogy

Faculty members are expected to demonstrate and maintain competence in each of the following areas throughout their employment at the college.

- **Mastery of Subject Matter**
 - Demonstrate a thorough and accurate knowledge of their field or discipline.
 - Display an ability to interpret and evaluate theories in their field or discipline.
 - Connect subject matter with related fields.
 - Stay current in subject matter through professional development.

- **Teaching Performance**
 - 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.

- **Evaluation of Student Learning**

- Establish and adhere to learning objectives.
- Develop evaluation methods, which fairly measure student progress toward objectives.
- Evaluate and return student work to promote maximum learning.
- Maintain accurate records of student progress.
- Submit final grade rosters to the Registrar and Academic Dean each semester according to established guidelines.

- Support of WETCC Policies and Procedures
 - Fulfill all requirements of instructors set forth in the Employment Packet.
 - Maintain and post regular office hours to ensure accessibility to students and colleagues.
 - Prepare, distribute and submit syllabi and approved course outlines for all assigned sections in accordance with program and divisional policies.
 - Maintain confidentiality of student information.
 - Exercise stewardship of WETCC facilities and materials.

- Academic Advising
 - Maintain academic records for all advisees assigned by the WETCC Student Services office.
 - Maintain a log of all advisee meetings.
 - Guide students through the appropriate degree checklist according to program of study.
 - Ensure student is working toward appropriate degree.
 - Encourage advisees to apply to baccalaureate degree programs upon completion of Associate degree or required number of hours by degree program.
 - Assist advisee in planning a course of study leading to successful completion of the degree being pursued, based upon the degree checklist.

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:

- Professional Objectives and Growth Plan (full-time faculty only) - Faculty evaluations begin with the submission of a Faculty Professional Objectives and Growth Plan at the beginning of the academic year. The faculty member will complete a self-evaluation at the end of each academic year. According to the Higher Learning Commission's Criteria for Accreditation (CRRT.B.10.010) 3.c.4., "The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development." Professional development includes continuing improvement in teaching and learning skills and methods, discipline and program content, student interactions, service to the college and professional growth related to the faculty member's employment responsibilities.
- Student Course evaluations - All students in classes during the semester will comment on the course via a student survey document as part of the course assessment process, and student course assessments will be considered by the Academic Dean in faculty evaluations.
- Administrative and academic responsibilities – Faculty members are issued a calendar of deadlines throughout the semester and are evaluated on their timely completion of these duties. They are also evaluated on general follow-through with other academic responsibilities.
- Course observations – The Academic Dean or designee 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 of all syllabi is the responsibility of the Academic Dean.

Scholarship:

- Faculty and student-faculty research
- Representation of the institution at professional meetings and conferences
- Development of new College courses/programs
- Consultation or technical assistance to other groups, programs or educational institutions serving the tribal community
- Participation in the organization of social and cultural events to promote healthy living

Service:

- Contributions to the College and community
- Drafting of proposals and significant institutional documents including grants and grant reporting
- Oversee departmental grants
- Service on College committees
- Coaching or advising student activities
- Practice of the values of the College

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.

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 at all times be accurate, exercise restraint, and show respect for the opinions of others, 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.

This policy protects the rights and 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.

Faculty members are entitled to full academic freedom in research and creative activity, in the publication, exhibition, or performance of the results, subject to the adequate performance of other academic duties and the requirements of research ethics and responsibilities.

Faculty has a special obligation as members of a learned profession and officials of WETCC to at all times be accurate and demonstrate a respect for the opinions of others.

WETCC will not discipline, demote, dismiss, or decline to reappoint or sanction a faculty member based on the exercise of any of the academic freedoms listed above. Furthermore, WETCC will not intimidate any faculty member through the implication that one will be disciplined, sanctioned, demoted, dismissed, or declined reappointment on the base of the exercise of any of the academic freedoms listed above.

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.

FERPA

Privacy of Education Records:

As custodian of student records and in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), White Earth Tribal and Community College assumes the trust and obligation to ensure full protection of student records which includes maintaining the confidentiality of educational records. The administrative procedures outlined in this section are to be complied with by university personnel who have or accumulate educational records which are in a personally identifiable form.

Student records maintained by the university fall into two general categories: directory information and educational records.

Part A. Procedure - Directory information is information concerning a student which may be released publicly. It includes the following:

- Name (all names on record)
- Address (all addresses on record)
- E-mail address (all electronic addresses on record)
- Phone Number (all phone numbers on record)
- Date of birth
- Place of birth

- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status
- Names of previous institutions attended
- Participation in officially recognized activities and sports
- Honors/awards received
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Photographic, video or electronic images of students taken and maintained by the institution

WETCC receives inquiries for Directory Information from a variety of sources including, but not limited to, prospective employers, other colleges and universities, graduate schools, licensing agencies, government agencies, news media, parents, and relatives. Students should consider very carefully the consequences of their decision to withhold release of any or all directory information items. WETCC has no responsibility to contact a student for subsequent permission to release directory information after the student has requested a restriction. Student requests to withhold directory information will be honored until the student specifically and officially requests to lift these restrictions.

Non-Disclosure Request for Directory Information

A student may request that any or all of their directory information not be made public by officially requesting a restriction in the Office of the Registrar between the first and tenth day of class in a term using the FERPA block form. The specified directory information will then be treated the same as educational records information. In response to public inquiries, the university will verify only whether or not an individual is currently enrolled at the university, unless student name is restricted. This request will remain in effect until revoked in writing by the student.

Part B. Educational Records

Educational records include more than academic records. Educational records, with the exception of those designated as directory information, may not be released without the written consent of the student 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.

Part 5. 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.

Student Attendance:

Absenteeism can negatively affect academic performance. When students have high attendance rates, they improve their academic prospects and chances for graduation.

Student success is aided by regular attendance and participation in all scheduled courses. WETCC has the additional issue of federal Pell grant guidelines that require some evidence in relation to students progressing in their coursework. When students step out and no longer attend their classes, attendance reports are used to determine his or her "last day of attendance" which is a requirement for any student receiving federal financial aid.

Responsible students either make arrangements with instructors for missed coursework prior to an absence, or report unplanned absence immediately, to see if work can be made up before the next class. Instructors announce and publish attendance and participation requirements, allowable makeup work, and policies in course syllabi.

If a student misses 6 consecutive hours of class they will be administratively withdrawn from that course.

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 to not only to educate students in the research process and mechanics of writing and proper documentation, but also to hold these 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.

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 nearly 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 write 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 dishonest. See Student Handbook: Code of Conduct.

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

Faculty Policies and Procedures

This section provides an overview of information pertinent to WETCC faculty regarding policies and procedures of the college. Questions regarding these policies may be addressed to the Academic Dean.

Faculty Conduct

All employees of the college are expected to conduct themselves 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 the Consensual Relationship Policy.

Classroom Atmosphere

All faculty members are expected to provide a positive classroom atmosphere that will enhance the educational experience of each student in the class. Faculty members are expected to be in their instructional areas prior to the stated start times when their classes meet. It is the responsibility of Faculty to ensure classrooms are maintained in a respectable fashion. Contact Security if assistance is needed. Additionally, care must be taken to respect all students in the class. Faculty members should avoid all appearance 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.

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 Dean of Student Services and Academic Dean of the incident and complete an "Incident Report Form" with the name of the student or students involved. Children are allowed in the classroom when adequate childcare is unavailable; however, parents or guardians must remove disruptive children from the classroom.

Office Hours

Office hours must be visibly posted on the exterior office doors and in the course syllabi for the

convenience of students and other visitors.

INSTRUCTIONAL

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 use the course format and syllabus established. A copy of the master syllabus will be distributed to all faculty members at the beginning of each semester. Some components are mandatory. Additionally, each semester, a copy of the course syllabus should be provided to the Academic Dean.

Creating a Syllabus

An abbreviated form of the syllabus will be presented to you for development of new courses. Reminder to use the standardized required statements in certain areas from the syllabus template. An extended classroom version of the syllabus created by faculty should be distributed to each of your students at the initial 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.

The extended syllabus and is intended to be an agreement between the instructor and the student for the semester. An extended syllabus will include the following information:

- Course
- Instructor's name, office location, office phone, email, office hours
- Academic credits
- Prerequisites
- Course description
- Course outcomes
- Required texts and supplies
- Activities and course requirements
- Course calendar
- Grading rubrics
- Attendance expectations
- Evaluation criteria
- Academic integrity
- Children in the classroom policy
- Disabilities and special accommodations (make sure to use template)
- Classroom Behavior

Grading

An important component of your syllabus is the section on methods of evaluation and grading scale. In preparing this, 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 Academic Dean and approved by the Faculty Senate 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.

Testing and Quizzes Enhance Learning

Frequent and early testing is recommended as a best practice for teaching at White Earth Tribal College. A wide range of student academic experience, learning styles and ability is typically represented in the classroom. By using several exams, an instructor can successively build the level of student engagement desired in a positive climate. Reviewing for exams or quizzes through practice or sample sets and keeping content to three or four chapters per exam may help students succeed.

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 frame.

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 50% complete. Such grades will be restricted to those circumstances in which there have been extenuating circumstances. The instructor and student are required to 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 must be submitted to the Registrar prior to the last day of the semester. Grades and designations of Incomplete ("I") recorded by the Registrar at the end of the semester will not be changed except in the following cases:

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.

- 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 within the first four weeks of the first day of classes and completed and filed with Student Services within six weeks of the first day of class. Grade appeal forms can be located in the Student Services Office.
- When a grade change occurs after the listed deadlines, but has been approved by the Academic Dean. This may be due to an oversight.

Administrative Drop Policy

Students are required to attend the first class meeting of any regularly scheduled class that meets once per week or at least one of the first two class meetings of any regularly scheduled class that meets more than once per week. Students who are unable to attend the initial class meeting(s) as required must inform the instructor, preferably in writing, that they intend to attend subsequent meetings and do not want to be dropped.

Students who fail to attend initial class meetings as required and who fail to contact their instructor(s) in advance of the absence may be dropped from the course by WETCC administration. Students should not assume that they have been dropped automatically from a course because they have not attended. On the last day to withdraw from classes, any students who cannot mathematically pass the class may be administratively withdrawn.

Students who wish to appeal an administrative drop should submit a written appeal to the Academic Dean. 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.

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 that the student will undertake and the means by which 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. Student on Academic Improvement Plans are not eligible for Independent Studies.

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 by the dates indicated by the bookstore for ordering purposes.

Disability Services

Policy for Disability Services:

Disability Support Services is an element of the office of Student Services. Our goal is to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Congress subsequently expanded protection for people with disabilities under the ADA through passage of the ADA Amendments Act of 2008 (ADAAA). White Earth Tribal and Community College (WETCC) uses “the ADA” to refer to both the original 1990 Act and the 2008 amendments. The ADA makes it illegal to 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 accommodations at White Earth Tribal and Community College must contact the Student Services office. To be eligible for reasonable accommodations, the student must have a documented disability that significantly interferes with access to the curriculum, services or programs at WETCC.

The student needs to:

- Submit current documentation of the disability as soon as requesting accommodations.
- Meet with the Dean of Student Services to identify the functional limitations of the disability based on the documented disability in order to determine reasonable accommodations. Additional accommodations may be determined once the student has begun classes and determines there is a related barrier which prevents equal access.

Faculty, staff and administrators will not ask students about their disability without the student initiating. Once the student has initiated the faculty, staff or administrator should encourage the student to meet with Student Services to help determine a plan for accommodation(s). There is a statement provided for faculty to include in their syllabus.

Part 6. Rights.

Students’ Rights

Every otherwise qualified student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities and facilities available through the college or university.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined by the institution on a case-by-case and/or course-by-course basis.
3. Appropriate confidentiality of all information pertaining to the disability with the choice of to whom to disclose the disability but will need to meet with Dean of Students to formalize accommodations, except as required by law.
4. Information reasonably available in accessible formats.
5. Right to appeal denial of accommodations.
 - a) Meet with the Dean of Student Services
 - b) Petition to the Leadership Cabinet of White Earth Tribal and Community College.

White Earth Tribal and Community College Rights

1. Maintain academic, admissions and graduation standards.
2. Request that a student with a disability provide current documentation completed by a professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing discussion.
4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids for each student on a case-by-case/course-by-course basis.
5. Deny a request for accommodations, adjustments, and/or auxiliary aids if:
 - The documentation does not identify a specific disability
 - The documentation fails to verify the need for the requested services, and/or the documentation is not provided in a timely manner.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aid that is inappropriate or unreasonable, including any that:
 - pose a direct threat to the health and safety of others;
 - constitute a substantial change or alteration to an essential element of a course or program;
 - fundamentally alters the nature of the service provided; and/or pose an undue financial hardship or administrative burden on the institution.

Student Success

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