

2019 – 2020
Faculty Handbook



WHITE EARTH TRIBAL & COMMUNITY COLLEGE
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WETCC.EDU

Find everything you need at White Earth Tribal and Community College website:

www.wetcc.edu

- * Handbook
- * Course Listings
- * Resources
- * Fees
- * Academic Calendar
- * Policies
- * Login Portals
- * Contacts

FYI

This handbook provides important information on White Earth Tribal and Community College (WETCC) Policies, organizations, and activities. Every effort has been made to provide current and accurate information. The handbook does not constitute a contract between WETCC and the faculty. WETCC reserves the right to change or amend the policies and this handbook at any time.

White Earth Tribal and Community College is registered with the Minnesota Office of Higher Education pursuant to section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at WETCC may not transfer to all other institutions. The WETCC Academic Catalog and Student Handbook are available on the website.

All decisions regarding admissions, grading, and other terms of a student will be made without regard to race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity.

White Earth Tribal and Community College is accredited by the Higher Learning Commission.

The handbook is an abbreviated compilation of various WETCC policies. Please refer to the complete policy for full information.

2250 College Road, P.O. Box 478, Mahnomon, MN 56557
(218) 935-0417 or 888-253-0040

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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. 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 to their approved bylaws. Seven members are voting and two (Tribal Chairperson and Secretary/Treasurer) are ex-officio. COT is responsible for policies and procedures for effective governance of the College.

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.

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.

VISION STATEMENT

Gibimiwidoomin Gidinwewininaan Niigaanakeyaa “We are carrying into the future the way that we were given.”

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.

CORE VALUES

The Seven Anishinaabe Teachings (Values) guide WETCC. These values are integral to everything we do at WETCC. Passing on our heritage and assuring our students fully embrace the power of these Teachings to be transformational is fundamental to our college. Therefore, it is important that faculty take great care in understanding and incorporating these Teachings into every part of the learning experience here at WETCC. A Cultural Coordinator is on staff to assist and is available for questions or classroom teachings.

The Anishinaabe Seven Grandfather Teachings serve as the values for the College:

Manaaji'idiwin (Respect)

Respect for All Beings and Things - The condition of being honored

When we live the value of manaaji'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

Zoogide'ewin (Courage/Bravery)

Strength of Heart - is the ability to face danger, fear or changes with confidence

When we have a strong heart, we are able to 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 have an understanding of who you are, accept who you are and know how to use the gifts you have been give

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, manajji'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

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 automatically be deemed cancelled for the specified period of time.

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 Mahnommen

Television Stations:

WDAY – Channel 6 Fargo

KVLY – Channel 11 Fargo

FOOD SERVICE

The kitchen is staffed when classes are scheduled with the following meal service:

Self-Serve Breakfast 7:30 a.m. to 10:00 a.m.

Lunch 11:30 a.m. to 1:30 p.m.

Self-Serve Dinner 5:00 p.m. to 7:00 p.m.

Faculty are invited to share meals with students at the times indicated above. Fees are \$5 per meal and there is a sign-up sheet in the cafeteria. Meal charges will be subtracted on faculty bi-weekly paychecks.

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 and grade reports being withheld. In addition, students with a hold are not allowed to register for the next semester.

DIRECTORY

WETCC Phone 218-935-0417 or Toll Free 888-253-0040
WETCC Fax 218-935-5798 (Main) or 218-936-5814 (Admin)

Front Desk/Greeter	100
Academic Dean	304
Admissions Office	322
Bookstore	215
Business Office	301
Culture Department	368
Extension Office	213
Financial Aid Office	225
Human Resources	338
IT/Computer Help Desk	340
Library	308
Maintenance/Facilities	333
Marketing	332
President	228
Registrar	315
Security	120
Special Projects Dir	332
Student Services Dean	334

PERSONNEL

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

FACULTY CLASSIFICATIONS

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

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 as well as other meetings scheduled throughout the semester.

Full-time faculty are paid per the WETCC payroll cycle as all other employees.

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 Contract will be written and signed by all parties.

Adjunct Faculty are paid per the WETCC payroll cycle per time frame stated in the Adjunct Contract.

Refer to Policy 600.04 Adjunct Faculty on the Employee Intranet for more information.

Faculty Credentials

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 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 "Faculty Rubric" form when necessary.

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 a 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.

For more information, refer to Policy 600.03, Faculty Credentialing, on the Employee Intranet.

Learning Management System (LMS)

All faculty members who teach courses on campus, must express comfort with the Learning Management System (LMS). WETCC currently uses the Canvas Learning System and Populi for data management. Please see the assistant for the Dean of Academics for further information.

FACULTY PERFORMANCE

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.

WETCC Faculty members are encouraged to participate on the Faculty Senate, Curriculum Review 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 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.

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. 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 presented 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 Committee is responsible for reviewing proposed curriculum changes and for presenting its recommendations to the Academic Dean. (*Check Shared Governance for inclusion of Curriculum Committee in this process.*) All new courses must be presented to the Cabinet for approval and ultimately be approved by the Council of Trustees before being announced.

For more information, refer to Policy 600.02, Curriculum, on the Employee Intranet

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 submitting to the Academic Dean for approval. Syllabi should be uploaded into the CANVAS learning management and Populi student management system after approval, and no later than one week prior to the start of the academic term. Syllabi must be provided to students no later than the second 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.

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 by the second 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 Policy 600.10, Syllabus Policy, on the Employee Intranet

Grading

An important 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 as indicated in the course syllabus. Grades are submitted at the mid-term and final points in the semester. Each faculty member has the right to determine the appropriate criteria to assign grade-level values to assignments. Midterm and final grades are due the Monday following Midterm and Finals Week, respectively.

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 – (See Course Test- Out Policy 600.09.)

AU = Audit – (See **Course Audit Policy** 700.17.)

I = Incomplete (See Incomplete Student Contract Policy 600.18)

W = Withdraw (See Add/Drop Policy 700.16 & Administrative Drop/Withdraw Policy 700.15)

R = Repeat (See Course Repeat Policy 700.18)

P = Credit for Passing Grade

In March 2020 changes were made to the Grading Policy midway through the Spring 2020 Semester and two new grading options were added to ease the burden on students who were forced to complete their coursework online during the coronavirus pandemic.

S = Satisfactory
NS = Not Satisfactory

For more information, refer to Policy 600.13, Grade Submission, on the Employee Intranet

Your course syllabus must contain a 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 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 Policy 600.13, Grading and Grade Submission, on the employee Intranet as well as Syllabus Policy 600.10.

Assessment Enhances Learning

WETCC requires all faculty (FT and Adjunct) 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.

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.

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. 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. As noted above, 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 has arrived in a timely manner and attended the entire class.

Excused - Mark this if the student has contacted faculty to make make-up arrangements and is in good academic standing in the class. Faculty must be able to demonstrate communication with the students in order to excuse the absence. NOTE: Faculty will send an e-mail to the Associate Dean of Student Services notifying them of the excused absence and reason. Students are encouraged to reach out to the Associate Dean with any concerns.

Absent- Student is not present and has not been excused by faculty.

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

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. 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.

Faculty are responsible for the conduct of their classroom to ensure a conducive learning environment is maintained for all students. It is at the Faculty's discretion as to whether children are allowed in the classroom; instructions should be included in the syllabus.

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 Academic 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.

Office Hours

Office hours must be listed in the course syllabi for the convenience of students. Full-time faculty are expected to host a minimum of 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.

Maintain Subject Matter Mastery

Providing excellent, current and relevant instruction to our WETCC students is critical to the on-going success of our college as well as our students. No matter what type of credentialing or type of class that is taught, all faculty are expected to demonstrate professionalism and mastery in their 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.
- Maintain an updated Curricula Vitae on file with the Academic Dean by adding all

relevant presentations, conferences and professional development within 90 days of achievement.

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 are able to do or be able to 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 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.

Assessment of Student Learning

The assessment of student achievement plays a critical role in WETCC institutional evaluation process and is instrumental in the Higher Learner Commission reporting. It is important to the advancement of the college as it encourages on-going reflection and improvement in how we educate our students. Most importantly, it lets us know how each individual is progressing in his/her 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 objectives, student learning outcomes, and program effectiveness.

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 the means by which 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 Policy 600.07, Assessment of Student Learning, on the Employee Intranet

Academic Program Review

WETCC Faculty is responsible for annual assessment of the Associate of Arts program. The Academic Dean is responsible to ensure that the implementation and execution of review is presented in an annual ***Academic Program Review Report*** to WETCC Cabinet and ultimately the COT for review and approval.

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

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

The Faculty will compile all of the 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 Policy 600.16, Academic and Program Review Policy, on the Employee Intranet.

Academic Advising

All full-time faculty are required to 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 student is 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 located 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 student to apply for graduation one semester prior to potential graduation.

Faculty Attendance

Faculty absences must be communicated to the Dean of Academic and Student Services 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 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.

The WETCC Academic Freedom 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 have 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.

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 Policy 600.06, Academic Freedom, on the Employee Intranet.

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 (300.36). More information regarding this policy can be found on the WETCC intranet.

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 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

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 Committee

The Curriculum 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.

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: Institutional Effectiveness Committee, Project Success (Ad Hoc) and other Ad Hoc committees as established per WETCC needs.

Additional information regarding shared governance can be found on the WETCC intranet, Policy #110.02.

Policies and Procedures for Student Success

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.

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 Dean of Academics.

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 located in the Student Services Office.

Refer to Policy #600.14 for complete information on grade changes.

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 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.

Refer to Incomplete Student Contract, Policy 600.17 for more information.

Administrative Drop Policy

White Earth Tribal and Community College (WETCC) reserves the right to administratively drop or withdraw a student from enrolled courses in order 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 on a daily basis 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 Associate Dean of Student Services is responsible to monitor student attendance on a weekly basis and is responsible to notify Registrar of any concerns with attendance or non-compliance with policies and procedures.

Registrar is responsible to determine student status changes and process the appropriate notifications. Registrar is responsible to notify the Financial Aid Office, the Associate Dean of Student Services, and the Academic Dean of all drops and withdrawals on a weekly basis.

The Financial Aid Coordinator is responsible to calculate the earned and unearned portions of financial aid in accordance to appropriate regulations.

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

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

More information about this policy can be found under the Administrative Drop Policy 700.15 on the intranet.

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. Students on Academic Improvement Plans are not eligible for Independent Studies.

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.

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 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 Policy 600.05, Academic Honesty, on the Employee Intranet.

Disability Services

Disability Support Services is 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 accommodations at WETCC must contact the Associate Dean of Student Services. 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.

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 the Associate 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 accommodations at White Earth Tribal and Community College must contact the Associate Dean of Student Services who will evaluate the request and determine any accommodations and communicate the accommodations to affected faculty.

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

Students' Rights

Students are the reason WETCC serves. 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 on the basis of 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 in the classroom and in conference 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 prejudiced 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 in the course of their work 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 doesn't 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 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 in attendance.

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 directly related to a student's academic progress, financial status, medical condition, etc. and are maintained by WETCC.

WETCC Official – includes faculty, adjunct, 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 the age of 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), 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 which contain that information, unless the official had an official role in making a determination that generated a protected education record.

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

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 time frame (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 time frame (no later than 45 days) upon receipt of a request. Parents of WETCC students under the age of 18 are afforded 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 have a need to review the education record in order 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, 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.

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 in nature and the Adjunct is compensated on a per-course basis.

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 nearly identical work for credit in more than one course, without consulting the instructors
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
10. 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) examinations: 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: Credential Field means a defined area of knowledge and skill that is 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 that is not on the current semester's schedule, but is 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 student is satisfied with the outcome.

Joint Service Transcript (JST/SMART): Document provided by the military that provides a description of 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 means minimum requirements used to evaluate the credentials of an individual considered for college faculty work. The minimum qualifications shall include educational requirements and teaching and learning competency requirements; they may also include 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 of the 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. 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 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. Any form of plagiarism constitutes an act of cheating.

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 masters on culture, language, and history giving them the certifications necessary to teach.