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CANKDESKA CIKANA  
COMMUNITY COLLEGE

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*Spirit Lake Tribe*

**CCCC  
Faculty  
Handbook  
2021-2022**

*Think Dakota*



*Live Dakota*



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*Welcome to Cankdeska Cikana Community College (CCCC) as a faculty member! The heart and soul of education is the classroom and the interaction between instructor and the student. It takes someone with special gifts and talent to be able to teach and engage students. CCCC is a student-centered learning environment with a Dakota cultural foundation, serving the Spirit Lake Reservation and surrounding area in Benson County, North Dakota.*

## **Mission Statement**

Cankdeska Cikana Community College provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

## **Accreditation**

Cankdeska Cikana Community College is accredited through the Higher Learning Commission (HLC) and is a tribal, public, non-profit institution.

## **Academic Programs**

The academic areas are organized into five Associate of Arts programs, one Associates of Applied Science programs, four Associate of Science programs and six certificate programs.

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## Professional Expectations

All faculty members are CCCC employees and thus are obligated to know, understand, and follow the CCCC Personnel Policies. CCCC is committed to creating an environment that is free of discrimination and harassment. Faculty must be familiar with the institutional policies on sexual harassment and a drug free work place as found in the personnel policies.

Any individual who teaches (faculty member, adjunct, or instructor) at CCCC is under the supervision of the Academic Dean.

All faculty know, understand, and follow the CCCC Faculty Handbook.

Good communication is an essential component for any business or organization. Email is the official means of communication for all employees, faculty members, as well as for students. Emails should be checked frequently and answered as soon as possible.

The primary role of faculty is the instruction of students.

Teaching methods are determined by faculty as long as they result in demonstrable student learning.

A standard teaching load for full-time faculty is 15-18 credits per semester. Faculty are expected:

1. To come to class on time;
2. To have prepared material for class consistent with the course syllabus;
3. To be informative, engaging, and conversant of the topic;
4. To challenge students and have high expectations;
5. To be available for teaching, meetings, and student advising with posted office/class hours;
6. To be able to answer student questions; and,
7. To be able to defend the assessment of student work.

Faculty members encourage the free pursuit and joy of learning in the teaching process. Faculty should present the best scholarly standards of their discipline.

As instructors engaged in a profession that depends upon academic freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom and the responsibilities it carries.

As colleagues, faculty have obligations that derive from common membership in the community of scholars. Faculty respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, faculty show due respect for the opinions of others.

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Faculty work with and acknowledge their academic freedom and strive to be objective in their professional judgment of colleagues. Faculty protect students' academic freedom.

Faculty engage and understand their role related to the shared governance of CCCC. This is facilitated via the committee structure and involves planning and budgeting.

Faculty demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors.

Faculty make every reasonable effort to foster honest academic conduct and to assure that their evaluation of student work reflects the true merits of that work.

There is an asymmetrical power relation between faculty and students. Faculty must exercise common sense, professionalism, and caution in developing relationships with students which extend beyond normal class or academic mentoring environment. Faculty will not have amorous relations with students. Faculty will not have any (close) relative in their classes as defined in CCCC Personnel Policy #305.

## **Cultural Competence**

CCCC is a Dakota tribal college and thus, all employees, including faculty, participate and support in any cultural events, activities, or trainings.

## **Student Mentoring/Advising**

All faculty members give advice and aid students regarding the tribal college experience, life skills, and career/professional opportunities.

## **Work Study, Internships, or Apprenticeships**

As appropriate, and when requested by students, faculty will accommodate work study, internship, or apprenticeships for their program of study or teaching discipline.

## **Committee Service**

Faculty are to develop a record of productive service on college and/or community committees.

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## Faculty are required to attend the following:

- a. Student orientation
- b. Faculty/staff meetings, trainings, in-services
- c. Annual Awards Ceremony
- d. Commencement
- e. Committee Meetings
- f. Student or program sponsored events (as appropriate)

## Research

CCCC has an Institutional Review Board (IRB) that is led by faculty and who are responsible for the review of all research involving human subjects on the college campus. The purpose of the IRB is to make sure that research conducted at CCCC is ethical and that no research causes undue harm to participants. CCCC supports and encourages research as the foundation for academic and institutional improvement as well as an opportunity for students to address problem solving for the community.

## Teaching Activities/Processes

### A. Equipment

1. All faculty receive laptop computers for instructional use and have access to printers and scanning equipment. All CCCC classrooms are set up with projectors, Smart Boards, and/or Promethean Boards.
2. All faculty for distance education receives Moodle, Zoom, Camtasia, and virtual lab accounts, or other educational resources as needed.

### B. Curriculum Planning and Catalog Revisions

1. Faculty are responsible for the curriculum planning and development of the program(s) they teach. Proposed changes in the curriculum are submitted to the Academic Dean and the Curriculum Committee for approval.
2. Faculty are responsible for maintaining current college catalog and website course descriptions and for completing assessment and program review processes and documentation.
3. Faculty are responsible for cultural competency within their courses and programs of study. Assure that curriculum will be taught and delivered in a way that is responsive to the collective norms and experiences of the student population.

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### C. Course Planning

1. Faculty prepare a syllabus for each course offered using the CCCC Syllabus Template. The syllabus is provided to each student during the first week of class.
2. A copy of the syllabus for each course is to be filed with the Academic Dean at least two weeks prior to the first day of class.
3. Faculty will establish objectives for each course within the syllabus that are agreed upon and consistent with CCCC assessment outcomes.

### D. Textbook Ordering

1. Textbooks are to be ordered through the bookstore utilizing the Textbook Request Order Form. Refer to the academic calendar for due dates of textbook orders. If there is no textbook for a course, fill out the textbook request order form for the course and put N/A for the textbook.

### E. Scheduling of Classes

1. Class schedules are done by the Academic Dean on a semester basis.
2. Faculty are responsible to check on the accuracy of the scheduling of classes and assignments of classrooms.
3. Faculty may change scheduled time for class if it meets the needs/request of the student, does not conflict with other classes, and all students agree. Such changes are to be brought to the attention of the Academic Dean.

### F. Student Attendance

1. Faculty encourage student attendance for all their classes.
2. Each course syllabus articulates expected attendance guidelines for the course.
3. Faculty are to enter attendance on a daily basis into the EMPOWER system so that any needed follow up may be implemented regarding student absences.

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## G. Storm Days

1. The college may close due to inclement weather or an emergency and CCCC's Alert System will be activated. The Alert System uses cell phones and faculty are expected to sign up (as are all employees and students).
2. Distance education classes are not affected by inclement weather.

## H. Withdrawals – Students DO NOT withdraw simply by leaving college.

1. Academic Withdrawal (AW) - After the two weeks drop date (for attendance only) faculty may academically withdraw students up until the end of the fifth week of the semester due to non-satisfactory academic progress within a course.
2. Withdrawal (W) – Student must initiate the withdrawal process on or before last day to withdraw from class(es). This may avoid financial loss and prevent a student from receiving grades of “F”. The form can be found at the Registrar’s Office and must have his/her advisor and instructor’s signature.

## I. Incompletes

1. The incomplete must be arranged prior to the end of the semester and is at the discretion of the faculty member per reasons outlined on the incomplete form.
2. “I” or Incomplete may be given to a student:
  - a. Who demonstrates he/she could not complete the course requirements due to illness or circumstances beyond their control.
  - b. If the student has completed 80% of the course work and cannot complete the remaining course work by the end of the semester due to illness or circumstances beyond their control.
3. The faculty member will:
  - a. Specify on the incomplete form the reasons for the student not completing the course.
  - b. Record the date for which all course work must be submitted.
  - c. Retain a copy of this statement for their grading record.
  - d. Provide copies to the student, advisor, and the Registrar.



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## J. Independent Study

1. Faculty will need to provide an independent study when a student is scheduled to graduate that academic year and the student's academic need cannot be filled by the regularly scheduled curriculum.
2. Eligibility is when a student is scheduled to graduate that academic year and has completed 45 credits of his/her program of study with a minimum 2.5 GPA.
3. An Independent Study request form must be completed by student and faculty member prior to registration closing for the requested semester and submitted to the Academic Dean and/or Registrar.
4. Independent Study credit will be granted upon satisfactory completion of the project requirements as noted on the request form.

## K. Class Requirements

Faculty members will meet the regularly scheduled classes as indicated in the semester schedule. If no students show up within 15 minutes of scheduled start time, the instructor is not responsible to hold class.

## L. Absence from Class

Should an instructor not be able to attend a scheduled class for any reason, they must notify the Academic Dean as soon as possible. Arrangements for the coverage of the missed class must be provided through Moodle and/or a substitute.

## M. Office Hours

Faculty members will set aside and post the times of ten office hours per week, during which they will be available for drop-in student conferences and/or Zoom, email, or phone.

Office hours are to be posted outside the faculty office door, on syllabus, and be given to the Academic Dean.

Faculty are available by appointment to students who need additional time or who cannot attend during regular posted office hours.

Certain times during the year may require additional office hours, such as first week of classes, student orientation, last day to drop/withdraw from a course, midterm, or registration week.

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## N. Field Trips

Incorporating field trips into coursework is permitted and supported by CCCC. Such options are to be noted on the course syllabus with the proposed date and purpose of the trip and how it relates to the course objectives. Faculty must draft a one-page request that includes:

- a. List of students
- b. Destination
- c. Date and time of departure and return
- d. Mode of transportation
- e. Itinerary during the trip
- f. Room and board accommodations, if applicable
- g. Estimated costs
- h. Funding entity (how paid for)

The request is submitted to the Academic Dean and Chief Financial Officer two weeks prior to the trip for review and approval.

## O. Reporting of Grades

1. Each course syllabus notes the criteria for determining grades.
2. Faculty will keep an accurate, current record of each student's grades for all exams and papers on Moodle or related LMS for all courses.
3. Students must be allowed an adequate opportunity to question faculty about the grading of their submissions – without fear of reprisal.
4. Faculty members report grades on two occasions:
  - a. Advisory grades at midterm
  - b. Final grades at semester's end.
  - c. Grades are entered into CCCC's student database system - EMPOWER.

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P. Final Exams

1. If a final exam or appropriate evaluation instrument is to be given, it is to be conducted at the time designated as “Finals Week” on the academic calendar and must also be noted in the course syllabus.
2. Faculty ensure that the final exam is consistent with the subject matter and objectives of the course.
3. Policies regarding missed examination, tardiness, or other unusual circumstances are to be specified in the course syllabus.

Q. Grade Appeals

Students may appeal a faculty’s grading decision with burden of proof resting with the student. The appeal process can be found in the Student Handbook.

R. Procedure for Changing Grades

Every effort must be made to secure accurate and complete grade records as reported to the Registrar. A faculty member may change a grade after the grade reports have been filed by contacting the Registrar.

S. Students with Disabilities

CCCC follows and complies with the Americans with Disabilities Act (ADA) and other laws relating to persons with disabilities. Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access.

A student with a documented disability who requests a modification, accommodation, or adjustment is responsible for creating an accommodation plan with their academic advisor and identifying himself/herself to the instructor. The instructor and advisor will work with the Academic Dean and student to develop an accommodation plan for the student.

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## Distance Education

All distance education must be submitted for approval to the Academic Dean and Curriculum Committee who assure high standards of pedagogical methodology that meet course and program content standards. Distance-delivered courses must be delivered through CCCCs learning management system (Moodle).

### Definitions:

1. distance-delivered courses are courses in which at least 75% of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.
2. distance-delivered programs are certificate or degree programs in which one course is taken as distance-delivered courses.
3. distance education is an education process that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
  - The internet.
  - One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
  - Audio conferencing.
  - Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

### Distance Education Required Elements

1. The curriculum development and instructional design will be appropriate to distance education programs of study and consistent with current best practices.
2. The proposed course includes a plan for assessment appropriate to online courses and consistent with CCCCs institutional assessment plan.

3. Course delivery fosters community by incorporating interaction and utilizing technologies appropriate to the program and students. Courses provide for both instructor-student interaction and student-student interaction as appropriate to the curriculum.

## **Distance Education GUIDE**

- a. To ensure quality and best instruction practices, instructors will adhere to the following expectations for course design, pedagogy, and the course syllabus:
- b. Instructors clearly communicate their expectations for student success at the beginning of the course: time commitment for student, course components and requirements, Academic Integrity and Student Honor Code, and appropriate online etiquette.
- c. Instructors are actively involved in all aspects of the course (e.g., discussion boards, assignments, projects, etc.) through direct dialogue, formative/summative feedback.
- d. Instructors maintain weekly contact with updates and encouragement through announcements and/or class emails.
- e. Instructors develop and support an online social presence through including an instructor picture with bio, instructor voice narration, instructor video clip, and/or introductory discussion forum.
- f. Formative feedback to students is timely (and time expected for feedback is communicated to students), especially for assignments that build on one another throughout the course.
- g. If using rubrics, post rubric before the assignment is due for evaluation of discussion boards, assignments, papers, etc.
- h. Grades, feedback, and completed rubrics are posted in the Moodle or other related LMS grade book.
- i. Must comply with copyright laws and fair use educational purposes.
- j. The instructor ensures that all course links are active, and that course content is updated each time the course is taught.
- k. The course includes multiple styles of instruction (e.g., interactive discussions, writing assignments, and testing) to address learning styles of all students.

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- l. The course page is easy to navigate and assignments are clear.
  - m. The course site on Moodle will be made available, including posting of the syllabus, at least one week before the course begins. Instructors who have expectations about student preparation for the first week of classes should email the class with specific expectations before the class begins.



