

# CCCC FACULTY HANDBOOK



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CANKDESKA CIKANA  
COMMUNITY COLLEGE

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*Spirit Lake Dakota Nation*

**Revised FALL 2020**

*Think Dakota*



*Live Dakota*

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## **WELCOME**

*WELCOME to Cankdeska Cikana Community College (CCCC) as a faculty member! The heart and soul of education is the classroom, that interaction between faculty and the student. It takes someone with special gifts and talent to be able to teach and engage students. We are delighted to have you join the CCCC family. CCCC is a student-centered learning environment with a Dakota cultural foundation. We serve the Spirit Lake Dakota nation and surrounding area.*

## **COLLEGE MISSION AND ORGANIZATION**

### **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.

### **History of College**

The efforts of Spirit Lake tribal leaders culminated in the 1974 charter establishing Little Hoop Community College. The College is named in honor of Cankdeska Cikana (meaning Little Hoop), the Dakota name of Paul Yankton, Sr., PFC, who served with the United States Army's 11th infantry at Lorraine, France, and was the recipient of two Purple Hearts. He was killed in action on November, 29, 1944. Cankdeska Cikana was a proud Dakota warrior who believed in self-responsibility and the need for education opportunities for Native people.

## Accreditation

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

## Organizational Structure

- i) Board of Regents
- ii) President
- iii) Administration and Staff (see personnel policies)
- iv) Faculty
- v) Faculty Senate

The general purpose of the Faculty Senate is to facilitate and coordinate faculty participation in the development and recommendation of educational policies and in the formulation of procedures for their implementation. Such policies help shape the responsibility and character of faculty within the institution and help define its future growth.

## Academic Areas

The academic areas are organized into five Associate of Arts programs, two Associates of Applied Science programs, four Associate of Science programs and four Certificate programs.

<b>Associates of Art:</b>	<b>Associates of Science:</b>
Business Administration	HPER
Dakota Studies	Natural Resource Management
Early Childhood Education	Pre-Engineering
Liberal Arts	Pre-Nursing
Social Work	<b>Certificate:</b>
<b>Associates of Applied Science:</b>	Carpentry
Fine Art	Office Technology
Office Technology	Professional Driving (CDL)
	Early Childhood Education

## Evaluation

A faculty member at CCCC is evaluated annually on the basis of his/her performance and that may include:

1. Performance Appraisal and Development Review
2. Student Course Evaluations (mid-term surveys)
3. Evaluation Criteria
4. Classroom Observations
5. Reporting (Syllabus, Monthly Reports, Program Review and Assessment Reports)

## Faculty Responsibilities

- a. All faculty abide by the CCCC personnel policies.
- b. Academic Freedom
  - i. Faculty are entitled to academic freedom in the classroom while discussing subject matter. Discretion should be used with nonessential issues in the classroom by drawing clear relations to the subject matter at hand and the educational goals outlined in the syllabus.
  - ii. Academic freedom cannot result in insult or be detrimental to the Spirit Lake Tribal members' beliefs and culture. For questions and/or concerns pertaining to academic freedom see the Academic Dean.
- c. Work Load
  - i. Given the prominent role of faculty within the college community, faculty must be aware of the importance of their contribution to the success of the institution at large.
- d. Standard full-time teaching responsibilities
  - i. A standard teaching load for full-time faculty will be 15 - 18 credits per semester.
- e. Independent Study
  - i. In addition to the normal teaching load, faculty may need to teach 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.

- ii. Policies/Eligibility
  1. When student is scheduled to graduate that academic year.
  2. Independent study request form must be completed by student and faculty member prior to registration closing for the requested semester.
  3. Maximum of 6 hours allowed of Independent Study degree credit towards completion of a program of study. Maximum of 3 hours may be taken in any one semester.
  4. Student should have completed 45 credits of his/her program of study with a minimum GPA of 2.5.
  5. Independent Study credit will be granted upon satisfactory completion of the project requirements as defined by faculty and the course syllabus noted on the request form.
- f. Internship
  - i. In addition to the normal teaching load, faculty may need to supervise a number of internships in their related program of study.
- g. Student Advising
  - i. All faculty members are expected to give advice and aid students regarding the college experience and their successful completion. In order to be available to these students, faculty must schedule and post office hours during each semester on faculty office door and in the syllabus. In addition, faculty should schedule extra hours during traditionally busy advising periods, such as the first two weeks of the term, midterm, the last few days of the drop/withdrawal period, and registration periods.
- h. Committee Service
  - i. Faculty are expected to develop a record of productive service on faculty/college/community committees.
- i. Special College Events
  - i. The college depends upon faculty participation in certain special events, which extend beyond the classroom. Faculty are required to attend the following:
    1. Student Orientation
    2. Faculty/Staff Meetings
    3. Faculty/Staff In-services

4. Awards Ceremony
  5. Commencement
  6. Committee Meetings
- ii. Faculty participation and support are enthusiastically welcomed for all cultural/academic/vocational programs presented for/by students.
- j. Availability on campus
    - i. At a minimum, all faculty will make themselves available for teaching, meetings, student advising, office hours, and other activities on campus.
  - k. In-service Training
    - i. Prior to the beginning of each semester, in-service training is held for all faculty. The in-service training dates are listed on the academic calendar and attendance is required.
  - l. IRB Guidelines – The institutional review board (IRB) at CCCC is 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.

## **Teaching Activities**

- a. The primary responsibility of CCCC faculty is the instruction of students. The college promotes various teaching methods as long as they result in demonstrable student learning. Regardless of the method of instruction, the CCCC faculty member is expected:
  - i. To come to class on time;
  - ii. To have prepared material for class consistent with the course syllabus;
  - iii. To be informative;
  - iv. To be conversant with work in the area;
  - v. To challenge students and have high expectations;
  - vi. To be able to answer reasonable student questions; and,
  - vii. To be able to defend the evaluation of student work.
- b. Email
  - i. Communication is a key component to student success. All faculty are required to use the CCCC email system. Emails should be checked frequently during the day and answered as soon as possible.

- c. Equipment
  - i. All faculty receive laptop computers for instructional use. All CCCC classrooms are set up with projectors, Smart Boards, and/or Promethean Boards.
  - ii. All faculty for distance education receive Moodle, Zoom, Camtasia, and online lab accounts, as needed.
- d. Curriculum Planning and Catalog Revisions
  - i. Faculty are responsible for the curriculum planning and development of the program(s) in which they teach. Proposed changes in the curriculum are submitted to the Academic Dean and the Curriculum Committee for approval. Faculty are also responsible for maintaining current college catalog and website course descriptions and for completing assessment and program review documentation.
- e. Course Planning
  - i. Faculty will prepare a course syllabus for each course offered using the CCCC Syllabus Template. The syllabus is distributed to each student during the first week of class.
  - ii. A copy of the syllabus for each course is to be filed with the Academic Dean before each semester.
  - iii. Faculty will establish objectives for each course within the syllabus that are agreed upon and consistent with CCCC assessment outcomes.
  - iv. Faculty will include in the course syllabus for distance education virtual office hours where instructor will be available to assist students as soon as possible through Zoom, email, or phone.
- f. Distance Education

All distance education must be submitted for approval to the Academic Dean and Curriculum Committee according to the institutional Policy on Academic Programs and courses. Distance-delivered courses must be delivered through the institution learning management system (Moodle), include high standards of pedagogical methodology, and meet approved course and program content standards.



### **i. Definitions:**

**distance-delivered courses** – 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.

**distance-delivered programs** – Certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.

**distance education** – Education 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.

### **ii. Distance Education Required Elements:**

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

### **iii. Distance Education GUIDE:**

To ensure quality and best instruction practices, instructors should adhere to the following expectations for course design, pedagogy, and the course syllabus:

- 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.
  - Instructors are actively involved in all aspects of the course (e.g., discussion boards, assignments, projects, etc.) through direct dialogue, formative/summative feedback.
  - Instructors maintain weekly contact with updates and encouragement through announcements and/or class emails.
  - 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.
  - 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.
  - If using rubrics, post rubric before the assignment is due for evaluation of discussion boards, assignments, papers, etc.
  - Grades, feedback, and completed rubrics are posted in the Moodle grade book.
  - There are no violations of copyright laws.
  - The instructor ensures that all course links are active, and that course content is updated each time the course is taught.
  - The course includes multiple styles of instruction (e.g., interactive discussions, writing assignments, and testing) to address learning styles of all students.
  - The course page is easy to navigate and assignments are clear.
  - 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.
- g. Textbook Ordering
- i. 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 you do not use a textbook for a course, fill out the textbook request order form for the course and put N/A for the textbook.
- h. Scheduling of classes
- i. Faculty are responsible to check on the accuracy of the scheduling of classes and assignments of classrooms.

- ii. Faculty may change scheduled time for class if: fits students' needs better, does not conflict with other classes, and all students agree.
- i. Attendance
  - i. Individual faculty member's guidelines for student attendance should be specified in writing in each course syllabus. Faculty are required to enter attendance into EMPOWER for each class taught by the end of the day so that Student Support Services can contact students if absent.
  - ii. If a student does not attend classes or meet Satisfactory Academic Progress (SAP) within the first two weeks of the spring/fall semester or the first week of summer semester, the student is dropped by instructor who completes a drop card and submits to Registrar. Tuition and fees will not be charged and student registration will be cancelled.
  - iii. If a student does not attend classes or meet Satisfactory Academic Progress (SAP) within weeks three through five of the spring/fall semester or by the second week of summer semester the student can be academically withdrawn by instructor who completes an Academic Withdrawal notice and submits to Registrar. This will show on your permanent record as an AW.
- j. Storm Days
  - i. The college may close due to inclement weather. CCCC's Alert System will be activated that uses cell phone numbers. All faculty are expected to sign up for the alert system.
  - ii. Distance education classes are not affected by inclement weather.
- k. Withdrawals – Students DO NOT withdraw simply by leaving college.
  - i. Unofficial Withdrawal – Students who receive all failing grades (including F's and W's) are considered to have "Unofficially Withdrawn" from CCCC and are immediately placed on financial aid disqualification without a warning. Federal regulations require that a return of funds calculation be completed on all students who receive federal aid unless the financial aid office can document a last date of attendance past the 60% date in that semester. This calculation may result in a student owing CCCC or the US Department of Education a balance that must be paid prior to the next term of enrollment.

- ii. Academic Withdrawal (AW) - After the 2 week drop date (no 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.
    - 1. If a student has been academically withdrawn due to non-satisfactory academic progress, the student appeal process is waived.
  - iii. Withdrawal (W) – Student must initiate 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.
- l. Incompletes
- i. 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.
  - ii. “I” or Incomplete may be given to a student:
    - 1. Who demonstrates he/she could not complete the course requirements due to illness or circumstances beyond their control.
    - 2. 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
  - iii. The faculty member will:
    - 1. Specify on the incomplete form the reasons for the student not completing the course.
    - 2. Record the date for which all course work must be submitted.
    - 3. Retain a copy of this statement for their grading record.
    - 4. Provide copies to the student, advisor, and the Registrar.
- m. Class Requirements
- i. Faculty members are expected to 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.
- n. Absence from Class
- i. Faculty members that cannot attend a scheduled class for any reason must notify the Academic Dean. Arrangements for the

coverage of missed classes must be provided through Moodle or a sub.

o. Office Hours

- i. Faculty members will set aside and post the times of 10 office hours per week, during which they agree to be available for drop-in student conferences and/or Zoom, email, or phone for distance education.
- ii. Office hours are to be posted outside the faculty office door, on syllabus, and be given to the Academic Dean who sees that they are distributed to appropriate offices within the College.
- iii. Faculty are expected to be available by appointment to students who need additional time or who cannot attend during regular office hours. Certain times during the year may require additional office hours. These include:
  1. First week of classes
  2. Last day to drop/withdraw from a course
  3. Midterm
  4. Registration weeks

p. Field Trips

- i. Faculty incorporating field trips into coursework are expected to indicate on the course syllabus the proposed date and purpose of each trip and how the trips are related to the course objectives. Faculty must draft a one-page request that includes:
  1. List of students
  2. Destination
  3. Date and time of departure and return
  4. Mode of transportation
  5. Itinerary during the trip
  6. Room and board accommodations, if applicable
  7. Estimated costs
  8. Funding entity (how paid for)
- ii. The request is submitted to the Academic Dean and Chief Financial Officer two weeks prior to the trip for review and approval.

q. Reporting of Grades

- i. Each faculty member will include in each course syllabus the criteria for determining grades. Faculty should keep an accurate record of each student's grades for all exams and papers.

- ii. Students must be allowed an adequate opportunity to question faculty about the grading of their submissions – without fear of reprisal.
- iii. Faculty members report grades on two occasions:
  - 1. Advisory grades at midterm
  - 2. Final grades at semester's end. The grade is entered into CCCC's database system EMPOWER.
- r. Final Exams
  - i. If a final exam or appropriate evaluation instrument is to be given, this evaluation needs to be conducted at the time designated as "Finals Week" on the academic calendar and must be noted in the course syllabus. Faculty are to ensure that the final exam or evaluation be consistent with the subject matter and objectives of the course. Policies regarding missed examination, tardiness, or other unusual circumstances are to be specified in the course syllabus.
- s. Grade Appeals
  - i. 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.
- t. Procedure for Changing Grades
  - i. Every effort must be made to secure accurate and complete grade records reported to the Registrar. A faculty member may change a grade after the grade reports have been filed by contacting the Registrar.
- u. Students with Disabilities
  - i. In compliance with the Americans with Disabilities Act 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 Student Support Services and identifying himself/herself to the instructor. Decisions about the appropriate accommodations are made on an individual basis by Student Support Services and instructors, taking into consideration documentation the student provides and the essential learning outcomes of relevant courses or programs of study.

## Professional Ethics

- a. Faculty members encourage the free pursuit of learning in their students. Faculty should present the best scholarly standards of their discipline. They demonstrate respect for students as individuals, and adhere to their proper role as intellectual guides as counselors. Faculty make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflect the true merits. Faculty protect students' academic freedom.
- b. 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. Faculty acknowledge their academic freedom and strive to be objective in their professional judgment of colleagues. Faculty accept their share of responsibilities for the governance of the institution.
- c. As members of their institution, faculty seek above all to be effective teachers and scholars. Faculty determine the amount and character of work they do outside the institution with due regard to their responsibilities within it. When considering the interruption or termination of their service, faculty recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- d. As citizens 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.
- e. Even when they are off-duty and away from campus, faculty should be circumspect in what they say and do, since they may be perceived by others as representatives of CCCC.
- f. Faculty members have an obligation to be aware of state, tribal, and federal laws, which apply to their interactions with students. Violations of such laws almost inevitably constitute unprofessional conduct.
- g. There is an asymmetrical power relation between faculty and students because of which faculty must exercise extreme caution in developing any relationships with students which extend beyond normal mentoring relationships. In no case should faculty have amorous relations with students directly under their supervision;

such relationships constitute unprofessional conduct. Even when student-faculty close relationships meet all professional standards, faculty should be aware that such relationships may create the appearance of conflicts of interest, and thus they may be ill advised.

- h. 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.