



WHITE EARTH TRIBAL &
COMMUNITY COLLEGE

**Addendum to
2017-18 WETCC Academic
Catalog**

WHITE EARTH TRIBAL COLLEGE

AA Degree (Formerly w/ emphasis in Humanities, Arts, and Social Sciences)

Revised Fall 2017

General Education Areas

Course	Credits
1A - Written Communication <u>ENGL 111 College Writing I</u>	
1B - Oral Communication <u>SPCH 110 Public Speaking</u>	3
2 - Critical Thinking <u>Complete when you finish all General Education courses</u>	
3 - Natural Sciences <u>Physical:</u> <u>Biological:</u> Any 2 Courses (8 Credits) Below: BIOL 102 General Biology BIOL 104 Human Biology L 106 Environmental Science OL 205 Principles of Ecology L 226 Field Biology of Plants EOS 170 Geosciences Today	8
4 - Mathematical/Logical Reasoning <u>MATH 105 Contemporary Mathematics</u>	3
5 - History and Social Science (select 2 courses, each diff. subject area) <u>Any 1 Course (3 Credits) Below:</u> ECON 220 Micro Economics Child & Adolescent Develop. ST 212 Anishinaabe Culture T 130 History of Assimilation ory of Native North America XXX White Earth History y of the MN Chippewa Tribe 120 Intro to Political Science SYC 110 General Psychology SOC 110 Intro to Sociology ENTR XXX Entrepreneurship	3
6 - Arts and Humanities (select 2 courses, each diff. subject area) <u>Any 1 Course (3 Credits) Below:</u> RT 102-119 Anishinaabe Art ENGL 112 College Writing II 228 Multicultural Literature PHIL 102 Ethics OJIB 110 OJIB 120 HUM 110	
7 - Human Diversity <u>NAST 212 Anishinaabe Culture</u>	
8 - Global Perspective <u>OJIB 110 Ojibwemowin I</u>	
9 - Ethical and Civic Responsibility	
10 - People and the Environment <u>BIOL 106 Environmental Science</u>	

Degree Requirements

Requirements (15 credits)
Elective General Education Courses
ENGL 112 College Writing II
HUM110 Intro to Humanities
PHIL 230 - Anishnaabe Philosophy
Choice from Literature electives
Choice from Electives

Also includes:
FYE
Capstone
There can be no repeated courses within the General Ed area

Total Online Credits

Total Credits

% Completed Online

General Education Credits	42
Degree Requirement	15
First Year Experience	2
Graduation Capstone	1
Total Credits	60

WHITE EARTH TRIBAL COLLEGE

AA Degree w/ emphasis in Business

· Revised Fall 2017

General Education Areas

Course	Credits
1A - Written Communication	
<u>ENGL 111 College Writing I</u>	<u>3</u>
1B - Oral Communication	
<u>SPCH 110 Public Speaking</u>	<u>3</u>
2 - Critical Thinking	
<u>Complete when you finish all General Education courses</u>	
3 - Natural Sciences -	
<i>Physical:</i>	
<u>GEOS 170 Geosciences Today</u>	<u>4</u>
<i>Biological:</i>	
	<u>4</u>
4 - Mathematical/Logical Reasoning	
<u>MATH 105 Contemporary Mathematics</u>	<u>3</u>
5 - History and Social Science (select 2 courses, each diff. subject area)	
<u>ECON 220 Microeconomics</u>	<u>3</u>
<u>ENTR Entrepreneurship</u>	<u>3</u>
6 - Arts and Humanities (select 2 courses, each diff. subject area)	
<u>PHIL 102 Ethics</u>	<u>3</u>
	<u>3</u>
7 - Human Diversity	
<u>NAST 212 Anishinaabe Culture</u>	<u>3</u>
8 - Global Perspective	
<u>OJIB 110 Ojibwemowin I</u>	<u>3</u>
9 - Ethical and Civic Responsibility	
<u>NAST 219 Tribal Gov & Econ Issues</u>	<u>3</u>
10 - People and the Environment	
	<u>4</u>

Degree Requirements

Requirements (15 credits)	Credits
BMGT 120 Office Mth. & Hum Res	<u>3</u>
CPTR 100 Intro to Computer App	<u>3</u>
ACCT 101 Principles of Accounting	<u>3</u>
BMGT 130 Business Mgmt & Mktg	<u>3</u>
BMGT 210 Business & it's Legal Env.	<u>3</u>
BMGT 299 Internship (optional)	

Also includes the following courses from General Ed:

ENGL 111
 SPCH 110
 MATH 105
 ECON 220
 PHIL 102
 NAST 212
 OJIB 110
 NAST 219
 ENTR Entrepreneurship
 FYE
 Capstone

Total Online Credits	_____
Total Credits	_____
% Completed Online	_____

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	<u>1</u>	
	60	total credits

WHITE EARTH TRIBAL COLLEGE
AA Degree w/ emphasis in Education
 · Revised Fall 2017

General Education Areas

Course	Credits
1A - Written Communication ENGL 111 College Writing I	3
1B - Oral Communication SPCH 110 Public Speaking	3
2 - Critical Thinking Complete when you finish all General Education courses	
3 - Natural Sciences - Physical:	4
<i>Biological:</i> BIOL 102 General Biology	4
4 - Mathematical/Logical Reasoning MATH 105 Contemporary Mathematics	3
5 - History and Social Science (select 2 courses, each diff. subject area)	
EDU 215 Child & Adolescent Dev.	3
PSYC 110 General Psychology	3
6 - Arts and Humanities (select 2 courses, each diff. subject area)	
ENGL 112 College Writing II	3
	3
7 - Human Diversity NAST 212 Anishinaabe Culture	3
8 - Global Perspective OJIB 110 Ojibwemowin I	3
9 - Ethical and Civic Responsibility	3
10 - People and the Environment	4

Degree Requirements

Requirements (16 credits)	Credits
Early Childhood Education	
EDU 110 Intro to Education	3
EDU 250 Ind. With Exceptionalities	3
EDU 260 Child Guid. & Classroom Mgmt	3
EDU 285 Cultural Immersion	1
EDU 290 Family, School, & Comm. Rel.	3
EDU 210 Educational Psychology	3

Also includes the following courses from General Ed:

EDU 215 Child & Adolescent Dev.
 ENGL 112 College Writing II
 SPCH 110 Public Speaking
 BIOL 102 General Biology
 MATH 105 Contemporary Mathematics
 PSYC 110 General Psychology
 OJIB 110 Ojibwemowin I
 NAST 212 Anishinaabe Culture
 FYE
 Capstone

Total Online Credits	_____
Total Credits	_____
% Completed Online	_____

General Education Credits	42	
Degree Requirement	16	
First Year Experience	2	
Graduation Capstone	1	
	61	total credits

WHITE EARTH TRIBAL COLLEGE
AA Degree w/ emphasis in Environmental Science

· Revised Fall 2017

General Education Areas		Degree Requirements	
Course	Credits	Requirements (15 credits)	Credits
1A - Written Communication ENGL 111 College Writing I	3	BIOL 205: Principles of Ecology Environmental Science Electives	3
1B - Oral Communication SPCH 110 Public Speaking	3		12
2 - Critical Thinking Complete when you finish all General Education courses		<i>Also includes the following courses from General Ed:</i> GEOS 170 BIOL 226 MATH 105 BIOL 106 OJIB 110 NAST 212 FYE Capstone <i>Optional</i> BIOL 230 Research Internship	
3 - Natural Sciences - <i>Physical:</i> GEOS 170 Geosciences Today	4		
<i>Biological:</i> BIOL 226 Field Biology of Plants	4		
4 - Mathematical/Logical Reasoning MATH 105 Contemporary Mathematics	3		
5 - History and Social Science (select 2 courses, each diff. subject area) NAST 212 Anishinaabe Culture	3		
	3		
6 - Arts and Humanities (select 2 courses, each diff. subject area)	3		
	3		
7 - Human Diversity	3		
8 - Global Perspective OJIB 110 Ojibwemowin I	3		
9 - Ethical and Civic Responsibility	3		
10 - People and the Environment BIOL 106 Environmental Science	4		

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	1	
	60	total credits

WHITE EARTH TRIBAL COLLEGE

AA Degree w/ emphasis in HSVC

· Revised Fall 2017

General Education Areas		Degree Requirements	
Course	Credits	Requirements (15 credits)	Credits
1A - Written Communication <u>ENGL 111 College Writing I</u>	<u>3</u>	HSVC 100 Understanding Human Services HSVC 110 Intro to Human Services HSVC 140 Assessment & Counseling HSVC 240 Human Behaviors & Social Env. SOC 220 Social problems	<u>3</u>
1B - Oral Communication <u>SPCH 110 Public Speaking</u>	<u>3</u>		<u>3</u>
2 - Critical Thinking <u>Complete when you finish all General Education courses</u>	<u> </u>	<i>Also includes the following courses from General Ed:</i> BIOL 104 PSYC 110 SOC 110 BIOL 106 OJIB 110 NAST 212 FYE 101 Capstone	<u> </u>
3 - Natural Sciences - <i>Physical:</i> <u>GEOS 170 Geosciences Today</u>	<u>4</u>		<u> </u>
<i>Biological:</i> <u>BIOL 104 Human Biology</u>	<u>4</u>		<u> </u>
4 - Mathematical/Logical Reasoning <u>MATH 105 Contemporary Mathematics</u>	<u>3</u>		<u> </u>
5 - History and Social Science (select 2 courses, each diff. subject area)	<u> </u>		<u> </u>
<u>PSYC 110 General Psychology</u>	<u>3</u>		<u> </u>
<u>SOC 110 Introduction to Sociology</u>	<u>3</u>		<u> </u>
6 - Arts and Humanities (select 2 courses, each diff. subject area)	<u> </u>		<u> </u>
<u> </u>	<u>3</u>		<u> </u>
<u> </u>	<u>3</u>		<u> </u>
7 - Human Diversity <u>NAST 212 Anishinaabe Culture</u>	<u>3</u>		
8 - Global Perspective <u>OJIB 110 Ojibwemowin I</u>	<u>3</u>		
9 - Ethical and Civic Responsibility <u> </u>	<u>3</u>		
10 - People and the Environment <u>BIOL 106 Environmental Science</u>	<u>4</u>		
General Education Credits		42	
Degree Requirement		15	
First Year Experience		2	
Graduation Capstone		1	
		60	total credits

WHITE EARTH TRIBAL COLLEGE

AA Degree w/ emphasis in Native American Studies

Revised Fall 2017

General Education Areas

Course	Credits
1A - Written Communication	
ENGL 111 College Writing I	3
1B - Oral Communication	
SPCH 110 Public Speaking	3
2 - Critical Thinking	
Complete when you finish all General Education courses	
3 - Natural Sciences - Physical:	
	4
<i>Biological:</i>	
BIOL 226 Field Biology of Plants	4
4 - Mathematical/Logical Reasoning	
MATH 105 Contemporary Mathematics	3
5 - History and Social Science (select 2 courses, each diff. subject area)	
NAST 212 Anishinaabe Culture	3
HIST 130 History of Assimilation	3
6 - Arts and Humanities (select 2 courses, each diff. subject area)	
ENGL 228 Multicultural Lit	3
ART 102-119 Anishinaabe Art	3
7 - Human Diversity	
HIST 135 History of Native North America	3
8 - Global Perspective	
OJIB 110 Ojibwemowin I	3
9 - Ethical and Civic Responsibility	
NAST 220 Tribal Law - Federal	3
10 - People and the Environment	
	4

Degree Requirements

Requirements (15 credits)	Credits
White Earth History	3
OJIB 120 Ojibwemowin II	3
Native Studies Elective	3
Ojibwe Language Track	
OJIB210 Ojibwemowin III	3
OJIB220 Ojibwemowin IV	3
Social Studies Track	
Tribal Gov. and Econ	3
History of the MN Chippewa Tribe	3
<i>Also includes the following courses from General Ed:</i>	
BIOL 226	
NAST 212	
ENGL 228	
HIST 130	
ART 102-119	
HIST 135	
OJIB 110	
NAST 220	
FYE	
Capstone	

Total Online Credits

Total Credits

% Completed Online

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	1	
	60	total credits

ACADEMIC CATALOG

2018-2019



WHITE EARTH TRIBAL
& COMMUNITY COLLEGE
GAAWAABAABIGANIKAAG
GABEGIKENDAASOWIGAMIG

Quick Links:

WETCC Website: www.WETCC.edu

Academic Calendar: www.wetcc.edu/academic-calendar.html

Academic Catalog and Student Policies: www.wetcc.edu/academic-catalog.html

NOTICE: 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. However, this handbook does not constitute a contract between the school and the student/parent. WETCC reserves the right at its discretion to change or amend the handbook at any time.

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College Phone Directory

WETCC MAIN SWITCHBOARD
FAX

218-935-0417
218-936-5798 or -5814

Department/Office

Extension

Receptionist

Ext. 100

Academic Dean

Ext. 304

Admissions

Ext. 322

Bookstore

Ext. 215

Business Office

Ext. 309

Culture Department

Ext. 212

Dean of Student Services

Ext. 334

Extension Office

Ext. 312

Facilities/Maintenance

Ext. 333

Financial Aid

Ext. 225

Human Resources

Ext. 332

IT

Ext. 224

Library/Student Success Hub

Ext. 308

Office of the President

Ext. 206

Marketing

Ext. 228

Registrar

Ext. 315

Security

Ext. 120

Student Services

Ext. 229



WHITE EARTH TRIBAL & COMMUNITY COLLEGE

GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG

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

2250 College Road
PO Box 478
Mahnomon, MN 56557

www.wetcc.edu

Phone 218-935-0417
Fax 218-936-5736

August 2018

Boozhoo (Hello)! As the Interim President, I am very excited to welcome you to the WETCC 2018-19 Academic year; we are pleased you have decided to include us in your academic journey! If it is your first time here, welcome aboard! If you are a returning student, welcome back! You are about to begin one of the most exciting times in your life and we want to help ensure your WETCC experience meets all your expectations and more.

Regardless of how long your journey will be with us, we want you to have the tools you need to make the year successful. All the staff at WETCC will assist you in any way possible. We are all dedicated to our mission: *"White Earth Tribal and Community College is an institution of higher learning dedicated to academic excellence grounded in Anishinaabe culture, values, and traditions."* The College is designed to provide support services, academic advising, mentoring, tutoring, and more to help ensure your academic and personal success. Open communication with Faculty and Administration will help ensure you have a positive educational experience at WETCC.

You will find we promote student success by providing higher education committed to academic excellence in a safe and supportive environment. Students are empowered to harness their "inner grit" and encouraged to find health mind/body/spirit balance -to be equipped for success in not only here at college, but also at home, at work, in the greater community and the Nation.

Again, we welcome you to WETCC. Please, do not hesitate to ask questions, we are vested in your future with you and by working together we can ensure your academic journey is a success!

Miigwech (thank you),

Lorna LaGue
Interim President

WETCC Mission Statement

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

Vision Statement

Gidinwewininaan gibimiwidoomin niigaanakeyaa

"We are carrying along into the future the way that we were given."

WETCC Anishinaabe Values

Debwewin

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

Zoongide'ewin

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

Manaaji'idiwin

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

Gwayakwaadiziwin

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

Zaagi'idiwin

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

Nibwaakaawin

The literal translation of this word is, "an abundance of **wisdom**." When we live the value of *nibwaakaawin*, we seek to learn all that we can in a respectful manner and take the time to reflect upon our teachings.

Dabasendizowin

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

White Earth Tribal & Community College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71.

Registration is not an endorsement of the institution.

Credits earned at the institution may not transfer to all other institutions.

Academics

Co-curricular activities are important activities on the campus. White Earth Tribal & Community College (WETCC) refers to co-curricular activities, programs, and learning experiences that compliment what students are learning within a program of study. These co-curricular activities will follow the outcomes in these purpose statements.

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 their 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

WETCC Institutional Strategic Pillars

1. Using data as an instrumental component of administrative processes
2. Continuously assessing, reviewing, and improving to meet and exceed HLC requirements
3. Prioritizing Anishinaabe culture as the foundation of institutional planning and administrative infrastructure
4. Implementing customized education for non-credit
5. Enhancing student success

Academic Programs and Curriculum

As of Spring 2018, WETCC revised its academic programs and courses to better align with the Minnesota Transfer Curriculum (MnTC), making it easier for WETCC graduates to transfer and continue their education at a 4-year institution in Minnesota. The current Associate of Arts (AA) Degree requirements are detailed in the following pages.

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

Associate of Arts Degrees (AA)

Humanities, Arts, & Social Sciences (General Ed)

60 credits

The A.A. in Humanities, Arts, and Social Sciences prepares students with communication skills and a broad survey of Liberal Arts, Science, and Mathematics. These General Education courses fulfill requirements of Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota, preparing students for transfer and continuing education in a baccalaureate program. Courses transferability is dependent on the receiving institution students who are concerned about transferring to another college should contact that college about receiving the courses.

See Following Page for Curriculum

Curriculum

Humanities, Arts, & Social Sciences (General Ed) Curriculum

AA Requirements

W/MN Transfer Curriculum (MnTC) Goal

Areas, Credit Requirements, & Courses

Area	Credits
AREA 1: Communicative (English) Competence (6 credits)	
ENGL 110 College Writing I	3
ENGL 210 College Writing II	3
Speech/Communication (3 credits)	
COMM 110 Public Speaking	3

AREA 2: Critical Thinking
(Complete once all other goal areas are completed)

AREA 3: Natural Sciences/Biological (4 credits)	
BIOL 100 General Biology	4
BIOL 112 Field Biology of Plants	4
BIOL 150 Human Biology	4
NATR 120 Environmental Science	4
NATR 110 Principles of Ecology	4
Natural Science/Physical Science (4 credits)	
GEOS 100 Geosciences Today	4

AREA 4: Mathematical/Logical Reasoning (3 credits)	
MATH 105 Contemporary Mathematics	3
MATH XXX Math Reasoning	3

AREA 5: History & the Social and Behavioral Sciences	
Group 1 (3 credits)	
BUS 221 Microeconomics	3
BUS 235 Entrepreneurship	3
INST 110 History of Native North America	*
INST 114 History of Assimilation	3
INST 115 History of the MN Chippewa Tribe	3
INST 118 History of White Earth	3
INST 119 History of the US to 1877	3
INST 121 Anishinaabe Culture - Overview	3
POL 100 Intro to Political Science	3
Group 2 (3 credits)	
EDU 230 Child & Adolescent Development	3
PSYC 100 General Psychology	3
SOC 100 Intro to Sociology	3

AREA 6: The Arts (3 credits)	
AART 100-199 Anishinaabe Arts	3
Humanities (3 credits)	
ENGL 120 Creative Writing	3
ENGL 210 College Writing II	3
ENGL 238 Multicultural Literature	3
HUM 100 Intro to Humanities	3
OJIB 100 Beginning Ojibwemowin I	*
OJIB 200 Beginning Ojibwemowin II	3
OJIB 250 Intermediate Ojibwemowin I	3
OJIB 260 Intermediate Ojibwemowin II	3

AREA 7: Human Diversity (3 credits)	
AART 100-199 Anishinaabe Arts & Crafts	3
ENGL 238 Multicultural Literature	3
INST 110 History of Native North America	3
INST 121 Anishinaabe Culture - Overview	*
INST 131 Anishinaabe Philosophy	3
INST 140 Contemporary Native American Issues	3
INST 221 Anish. Culture - Customs & Practices	3

AREA 8: Global Perspective (3 credits)	
OJIB 100 Beginning Ojibwemowin I	*
OJIB 200 Beginning Ojibwemowin II	3
OJIB 250 Intermediate Ojibwemowin I	3
OJIB 260 Intermediate Ojibwemowin II	3

AREA 9: Ethical & Civic Responsibility (3 credits)	
INST 160 Tribal Government & Econ. Issues	3
INST 170 Tribal Law - Federal	3

AREA 10: People & the Environment (3 credits minimum)	
BIOL 100 General Biology	4
GEOS 100 Geosciences Today	4
NATR 120 Environmental Science	4

WETCC INSTITUTIONAL REQUIREMENTS (12 credits)	
AA 100 First Year Experience	1
AA 200 Graduation Capstone	1
CPLT 100 Computer Literacy for College Learners	1
INST 118 History of White Earth	3
INST 121 Anishinaabe Culture - Overview	3
OJIB 100 Beginning Ojibwemowin I	3

ADDITIONAL ELECTIVES	
ACCT 100 Intro to Financial Accounting	3
BUS 110 Office Methods & HR	3
BUS 130 Business Mgmt & Mktg	3
BUS 251 Business & Its Legal Env.	3
EDU 100 Intro to Education	3
ENGL 238 Multicultural Literature	3
LAW 110 Criminal Law	3
SW 100 Intro to Human Services	3
SW 240 Human Behavior & the Soc. Environment	3

Highlighted courses may fulfill a maximum of two goal areas, but course credits only count once toward graduation credit

Courses with asterisk (*) also fulfill WETCC institutional requirement.

Required General Education Credits	40
WETCC Required Credits	12
Additional/Elective Credits	8
Total Credits to Obtain AA:	60

AA Degree with Early/Elementary Education/Gigikinoo'amaagemin Emphasis
61 Credits

WETCC's Education program is coordinated with the University of Minnesota-Crookston (UMC). This two-plus-two program is career-oriented and prepares students to be effective teachers of young children. Students in the program first earn their two-year Associate of Arts (AA) degree from WETCC by completing both liberal arts and core Education courses.

Students then enter into the cohort program consisting of highly-intensive courses, offered one course at a time outside of WETCC's standard 16-week Fall/Spring semester structure. These hybrid courses are taught by UMC instructors (serving as WETCC adjunct faculty) so that students may earn a Bachelor of Science (B.S.) degree in Early Childhood Education and/or Elementary Education without having to travel to another institution.

Graduates of the Elementary Education program are eligible to apply for a Minnesota Teaching License.

An Education Cohort Liaison is on campus to advise students and facilitate intercollege communications.

Students must declare their intent to pursue this program prior to registering for any 2xx level Education (EDU) courses.

See Following Page for Curriculum

Education Emphasis Program Curriculum

C

AA Requirements

W/MN Transfer Curriculum (MnTC) Goal

Areas, Credit Requirements, & Courses

AREA 1: Communication-English Composition (6 credits)

ENGL 110	College Writing I	3
ENGL 210	College Writing II	3

Speech/Communication (3 credits)

COMM 110	Public Speaking	3
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AREA 2: Critical Thinking

(Complete once all other goal areas are completed)

AREA 3: Natural Science/Biological (4 credits)

BIOL 100	General Biology	4
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Natural Science/Physical Science (4 credits)

GEOS 100	Geosciences Today	4
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AREA 4: Mathematical/Logical Reasoning (3 credits)

MATH 105	Contemporary Mathematics	3
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AREA 5: History & the Social and Behavioral Sciences (6 credits)

PSYC 100	General Psychology	3
EDU 230	Child & Adolescent Development	3

AREA 6: Fine Arts (3 credits)

AART 100-199	Anishinaabe Arts	3
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Humanities (3 credits)

ENGL 210	College Writing II	*
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AREA 7: Human Diversity (3 credits)

INST 121	Anishinaabe Culture - Overview	*
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AREA 8: Global Perspective (3 credits)

QJIB 100	Beginning Ojibwemowin I	*
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AREA 9: Ethical & Civic Responsibility (3 credits)

INST 160	Tribal Government & Econ. Issues	3
INST 170	Tribal Law - Federal	3

AREA 10: People & the Environment (3 credits minimum)

BIOL 100	General Biology	*
GEOS 100	Geosciences Today	*
NATR 120	Environmental Science	4

EDUCATION EMPHASIS REQUIREMENTS (16 Credits)

EDU 110	Intro to Education	3
EDU 210	Educational Psychology	3
EDU 240	Family, School, & Comm. Rel.	3
EDU 250	Ind. With Exceptionalities	3
EDU 260	Child Guid. & Classroom Mgmt	3
EDU 285	Cultural Immersion	1

WETCC INSTITUTIONAL REQUIREMENTS: (12 credits)

AA 100	First Year Experience	1
AA 200	Graduation Capstone	1
CPLT 100	Computer Literacy for College Learners	1
INST 118	History of White Earth	3
INST 121	Anishinaabe Culture - Overview	3
QJIB 100	Beginning Ojibwemowin I	3

ADDITIONAL ELECTIVES

Highlighted courses may fulfill a maximum of two goal areas, but course credits only count once toward graduation credit

Courses with asterisk (*) also fulfill WETCC institutional requirement.

WETCC Prescribed Credits	12
Additional General Education Credits	33
Emphasis Prescribed Credits	16
Total Credits to Obtain AA:	61

COURSE DESCRIPTIONS

The course descriptions are arranged by subject/department, in alphabetical order. The first line indicates the course ID, the course title, and the number of credits, followed by any *prerequisite** courses or conditions.

Course IDs

Course IDs are alphanumeric codes beginning with a two- to four- letter department indicator followed by a three-digit course number.

Course Numbers

The first digit indicates the level of the course.

0xx = Pre-College Level Course

1xx = Introductory or Beginning Course

2xx = Intermediate course or course with prerequisite

The second digit indicates the subfield of the course.

Each description includes a short overview of course content and may articulate additional requirements or other important information. Certain courses are offered only every-other semester, or every-other year. Students should always meet with an advisor and check the class schedule each semester for specific information on course offerings.

Course numbers 090 to 199 are generally open to all students, except as noted specifically in some course descriptions. These specific courses, which either have prerequisites, or require the permission of the instructor prior to enrolling in the course, are not open to all students.

Note: *Course numbers below 100 are pre-college level courses and are, therefore, non-transferrable to other institutions.*

* A **Prerequisite** course must be passed successfully during a previous semester.

** A **Co-requisite** course must be taken concurrently (during the same semester).

ASSOCIATE OF ARTS REQUISITES (AA)

AA 100: First Year Experience - 1 credit

White Earth Tribal and Community College takes its responsibility very seriously and requires this course to make sure students understand the types of support we offer to help achieve educational success. Topics will include personal reflection, life-long learning, goal setting, time management, financial stability, and scholarships, learning styles, studying techniques, and test taking skills.

AA 200: Graduation Capstone - 1 credit

Prereq: final semester before graduation

This course is a culminating experience of obtaining an Associate Degree at WETCC. Students will address how they gained higher order thinking strategies, problem solving strategies, time management, cultural sensitivity, and community development during their education. The focus of the class is on preparation for graduation, job searching, and reflection on their educational experience.

ACCOUNTING (ACCT)

ACCT 100: Introduction to Financial Accounting

This course will be an introduction to the fundamentals of accounting. Topics will include the accounting cycle, balance sheet, income statement, statement of owner's equity, and statement of cash flows.

ANISHINAABE ARTS & CRAFTS (AART)

AART 100-199: Anishinaabe Arts and Crafts - 3 credits each

These courses present students with the opportunity to learn and appreciate the arts of the Anishinaabe, and to learn about the physical and cultural environment from which indigenous materials were gathered for the making of artistic items. Classes will be determined by which Anishinaabe artists are available to teach.

BIOLOGY (BIOL)

BIOL 100: General Biology w/Lab - 4 credits

A general overview of the principles of biology with an emphasis on the chemistry of life, cellular physiology, genetics, evolutionary history of biological diversity, animal plant forms and functions.

BIOL 112: Field Biology of Plants w/Lab - 4 credits

This course is an introduction to plant identification, ethnobotany and ecology. Laboratory activities and field trips will focus on the local flora and vegetation.

BIOL 150: Human Biology w/Lab - 4 credits

A general overview of the principles of human biology including basic chemistry, anatomy, physiology, cells, tissue, organs, systems, reproduction, genetics, nutrition and common diseases and illnesses.

BUSINESS (BUS) *Formerly BMGT*

BUS 110: Office Methods and Human Resources - 3 Credits

Students will experience the role of an office worker with a variety of tasks to be performed. Office skills and knowledge of procedures will be introduced and explored. This course will cover the importance of human relations and interpersonal communications skills. No pre-requisites.

BUS 130: Business Management and Marketing - 3 Credits

This is a course to acquaint students with functions performed by businesses along with how business activities play a part in our economy as a whole. Students will become familiar with common business practices and terminology.

BUS 270: Business Ethics - 3 credits

Prerequisite: Enrollment in Business Program prior to Spring 2018

This course is a general introduction to ethics and applied ethics. The course presents and examines moral theories and applies these theories to contemporary moral issues.

BUS 251: Business and Its Legal Environment - 3 Credits

Prerequisite: Enrollment in Business Program prior to Spring 2018

Laws and regulations affecting the business environment and managerial decisions will be studied; including the legal system and methods of dispute resolution. Topics include torts, crimes, contracts, product liability, business organization, employment, antitrust, and environmental protection.

BUS 221: Microeconomics - 3 Credits

Prerequisite: Enrollment in Business Program prior to Spring 2018

This course will explore theory and application of microeconomics and focuses on individual decision-making and how it affects people. The course topics focus on microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply. Domestic and international economic policy theories are covered.

BUS 235: Entrepreneurship - 3 Credits

Prerequisite: Enrollment in Business Program prior to Spring 2018

This course examines ethical issues in the business world and the impact on society, the economy, and the environment. Examined will be the roles, responsibilities, and conflicts of

business management. This course will explore entrepreneurial characteristics and strategies toward success as an entrepreneur. Business plans will be written with hands on activities to encourage the entrepreneurial spirit.

COMMUNICATIONS (COMM)

COMM 110: Public Speaking - 3 credits

This course is one that provides practical experiences for those who want to develop or to improve their ability to speak in front of groups. Course assignments emphasize informative and persuasive speeches and include exercises for impromptu, extemporaneous, and special occasion speeches. The fundamentals of organization, development, delivery, and audience analysis are stressed.

COMPUTER LITERACY (CPLT) Formerly CPTR

CPLT 100: Computer Literacy for College Learners

This course is designed to help students become more familiar with the computer and software needed for classes. We will cover the basics of email, CANVAS and use of the internet. The course will continue to explore Microsoft Office software which includes Word, Excel and Power Point.

EDUCATION (EDU)

EDU 100: Introduction to Education - 3 credits

This course is an introduction to the career of teaching. Specific variables related to the teaching as a profession are explored including professional roles and responsibilities, students, curriculum, and the structure of school. Native American concepts of education will also be examined.

EDU 230: Child and Adolescent Development - 3 credits

Prerequisites: Enrollment in Education AA Program and EDU 100

This course explores child development and learning; prenatal through middle childhood from research, theory, and practitioner perspectives. There is a strong emphasis on physical, cognitive, linguistic, emotional, and social (including cultural) domains. Field experiences required for child observations.

EDU 210: Educational Psychology - 3 credits

Prerequisites: Enrollment in Education AA Program and EDU 100

A study of the teaching and learning process: teaching with emphasis on planning effective instruction, management, assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors.

EDU 240: Family, School and Community Relations - 3 credits

Prerequisites: Enrollment in Education AA Program and EDU 100

This course explores theories, research, and best practices on school, family, and community partnership. Emphasis on family-school relations, challenges on family involvement, and components of effective family involvement that enhance children/student development, and learning. Community and cultural considerations in family-school-community collaborations are examined. Field experiences required.

EDU 250: Individuals with Exceptionalities - 3 credits

Prerequisites: Enrollment in Education AA Program and EDU 100

This course is an overview of special education public laws and processes of identifying students with disabilities; introduction of children with low and high incidence disabilities and giftedness, including definitions, causes, characteristics and education implications; IFSP and IEP. Field experiences required.

EDU 260: Child Guidance and Classroom Management - 3 credits

Prerequisites: Enrollment in Education AA Program, EDU 100, & EDU 110

This course explores theories, principles, and practices of child guidance and managing classrooms with an emphasis in traditional Anishinaabe values. It explores social and emotional competence of children and students. It addresses peer relations and violence prevention.

EDU 285: Cultural Immersion - 1 credit

Prerequisites: Enrollment in Education AA Program and EDU 100

Three to five days in a school setting that primarily serves minority children/families. Students observe, participate, and teach mini-lessons. Interview teachers. Demonstrate understanding of cultural and community diversity and how to incorporate children's experiences and culture into instruction.

ENGLISH (ENGL)

ENGL 090: Creative Story Telling – 3 credits

Indigenous storytelling is a traditional way of teaching values and is woven into the fiber of Native culture with the purpose of honoring life. Those connections with life, land, water, and sky have produced narratives containing practical and sacred information for future generations. This course is established to build verbal language skills, improve reading comprehension, develop active listening skills, provide communication tools for reflection, and to improve writing and mechanical skills through the Native art of storytelling.

ENGL 110: College Writing I - 3 credits

Prerequisite: Adequate placement score or ENGL 090

This course familiarizes students with the conventions of academic writing. Students will examine the essentials of college writing, including summarizing and responding to source material, developing a thesis and supporting paragraphs, organizing ideas according to writing patterns, and examining common usage and grammatical problems. It also includes a study of prose models to develop writing techniques, reading skills, and critical judgment, as well as cultural awareness and appreciation.

ENGL 120: Creative Writing - 3 Credits

This course includes directive practice in writing the biography/autobiography, children's stories, short stories, poetry, and drama.

ENGL 210: College Writing II - 3 credits

Prerequisite: ENGL 110

This is an advanced reading, writing, and critical thinking class with a strong focus on the research process. The class is designed to reinforce the student's expository and argumentative skills and may utilize a workshop format. The research component of the class allows students to investigate cultural and historical topics of interest and significance to them personally and collectively.

ENGL 238: Multicultural Literature - 3 credits

This course is a study of multicultural literature to gain an understanding and an awareness of the cultural diversity in the United States. It looks at the conflicts and motivations, successes and failures of those different ethnic origins, economic backgrounds and religious beliefs.

GEOSCIENCE (GEOL)**GEOL 100: Geosciences Today w/Lab - 4 credits**

This course is a survey of the components of Earth Science needed for teacher licensure in Minnesota, including aspects of physical geology, historical geology, astronomy, and meteorology. Topics include volcanoes and earthquakes, plate tectonics, planetary science, phases of the moon, stories told by rocks of the earth, how weather features form and moves, and the earth's climate

HISTORY-See *INST-Indigenous Studies*

HUMANITIES (HUM)**HUM 100: Introduction to Humanities - 3 credits**

This course serves as a general introduction to the role that the humanities play in shaping human conception of self and society. It also serves to expand students' knowledge of the human condition and human cultures, especially the values expressed in works of human imagination and thought. This is an interdisciplinary course that integrates history, literature, philosophy, theology, and fine arts with the goal of developing thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought.

INDIGENOUS STUDIES (INST) Formerly HIST & NAST**INST 110: History of Native North America - 3 credits**

This course examines the greatest stories of Native American history. Traveling from pre-contact to the reservation era, and to the present day. The purpose of this class is to provide a coherent historical presentation of the American Indian and to emphasize the importance of understanding this subject in our global world.

INST 111: History of Assimilation - 3 credits

History of American Indian assimilation, in what is now the United States. Topics include tribal sovereignty, the structure of tribal government, treaties, Federal Indian policy, the influence of native governments on the U.S. Constitution, allotment, and education. The approach of the Catholic church towards the native civilizations of the Caribbean, central and South America will also be explored. There will be an emphasis on the local impact of assimilation and/how this has affected the lives of Native Americans today.

INST 115: History and Governance of the Minnesota Chippewa Tribe - 3 credits

This course will examine the history of Minnesota tribes (past and present) and their chronological relationship with the State and Federal governments. A special focus on the Minnesota Chippewa Tribe.

INST 118: History of White Earth - 3 credits

This course introduces the student to the historical and political events that led to the creation of the White Earth Reservation. Special emphasis will be given to the treaties that led to the formation of the reservation.

INST 119: History of the US from 1877 - 3 credits

An introduction to the development of the ideas, values, religions, and people who shaped the early stages of what has become the United States, from ancient times to 1877. Particular attention focuses on events and developments significant to the history of the Anishinaabe people

INST 121: Anishinaabe Culture/Overview - 3 credits

This course will do comparative studies between the different regions of the Anishinaabe, the variations of Anishinaabe culture and their environmental setting. Analysis of social organizations, religion, and cultural change will be included.

INST 131: Anishinaabe Philosophy - 3 credits

The student will evaluate the worldview of the Anishinaabe. The student will recognize the significance of the creation stories and demonstrate an awareness of the evolution of traditional Anishinaabe belief systems

INST 140: Contemporary Native American Issues - 3 credits

This course is an overview of American Indian Issues in culture, history and traditions. It includes philosophical, religious and political issues. This course will discuss the differences of ethics, values, and tradition in western culture, Native culture, and others.

INST 160: Tribal Government and Economic Issues - 3 credits

This course will review the history of the origins of American Tribal Government. We will discuss and survey the development of Federal Indian law and policy. Emphasis will be to tribal governments and laws in general, with special attention given to the Minnesota Chippewa Tribe and specific historical knowledge of the White Earth Reservation. Business and economic development with preference to Federal Indian, Minnesota Chippewa Tribal and White Earth Reservation history will be reviewed and discussed.

INST 170: Tribal Law-Federal - 3 credits

This course will explore such areas as the structure of tribal government, tribal sovereignty, treaties, civil and criminal court jurisdiction in Indian country, tribal resources, economic development, taxation and regulation, rights of individual Indians and various federal laws and court cases concerning and affecting tribes and their members will be examined.

INST 200: Anishinaabe Culture/ Customs and Practices - 3 credits

Prerequisite: INST 121

This course will do comparative studies between the different regions of the Anishinaabe, the variations of Anishinaabe culture and their environment setting. Analysis of social organizations, religion, and cultural change will be included. Hands on experiential will consist of medicine gathering, Indigenous gardening, preparing for ricing season by making knockers, sewing ribbon shirts/skirts and other seasonal activities

LAW (LAW)

LAW 110: Criminal Law - 3 credits

This course will be a survey of substantive criminal law; the development of principles of Criminal Law, current Criminal Law issues and institutions, and issues related specifically to Indian Country, such as Public Law 280, Tribal law Enforcement, Federal Jurisdiction and Tribal Jurisdiction.

MATH (MATH)

MATH 090: Pathways to Contemporary Math - 3 credits

Introduction to the foundations of mathematics.

MATH 105: Contemporary Mathematics - 3 credits

Prerequisite: Adequate placement score or MATH 090

Topics selected from various areas of mathematics, showing the scope and power of mathematics, and emphasizing mathematical methods. Topics include manipulations and interpretation of data, probability and statistics, and consumer finance. Not intended to prepare students for any subsequent course.

NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE (NATR)

NATR 110: Introduction to Ecology w/Lab - 4 credits

This course is designed to introduce students to the structure and function of the ecosystems of White Earth. There is a particular focus on applying the knowledge and skill developed in earlier courses to the task of reading the landscape, i.e. analyzing and interpreting what observations mean.

NATR 120: Environmental Science w/Lab - 4 credits

This course is an introduction to the natural history of White Earth including an overview of common birds, mammals, plants, fungi, fish, amphibians, reptiles, insects, weather features, and astronomical objects.

OJIBWEMOWIN LANGUAGE (OJIB)

OJIB 100: Beginning Ojibwemowin I - 3 credits

This course introduces students to the spoken language of Anishinaabe people. Conversational and writing skills will be taught. Analysis of sentence structure will be used for demonstrating the complexity and beauty of the Anishinaabe language. Students will learn to write and speak simple sentences.

OJIB 200: Beginning Ojibwemowin II - 3 credits

Prerequisite: OJIB 100

This course continues the learning of conversational and written skills taught in OJIB 100. Vocabulary, grammatical concepts, and practical use of acquired skills will be emphasized.

OJIB 250: Intermediate Ojibwemowin I - 3 credits

Prerequisite: OJIB 200

This course is designed for advanced students of Ojibwemowin who wish to increase their knowledge of complex sentence structure and language analysis skills. The goal of this course is to develop oral written fluency.

PHYSICAL EDUCATION (PE)

PE 110: Fitness/Exercise - 1 credit

This course gives students the principles for health active bodies, including stress reduction, strength training, weight loss tips and exposure to a variety of exercise options.

POLITICAL SCIENCE (POL) Formerly POLS

POL 100: Introduction to Political Science - 3 credits

Political science is an academic discipline that deals with the study of government and political processes, institutions, interest groups, and behaviors. This course analyzes foundational concepts of politics, ideologies, public consciousness, and citizenship. Students will study how people respond to political activity which can be affected by social pressures, effects of individual psychology, and rational self-interests. Examined in this course are freedom of expression in a digital world and the way mass media affect the dynamics of politics. This

includes the impact of television toward political discourse; how news influences our political attitudes and behaviors, policy making, and designing advertisements.

PSYCHOLOGY (PSYC)

PSYC 100: General Psychology - 3 credits

This course provides an introduction to the study of psychology. It looks at the history of the discipline and examines the different approaches used by psychologists to examine human behavior and mental processes. It is not intended to study the particular aspect of psychology in depth, but to help you understand the many diverse areas within this academic discipline. Some of the specific topics addressed in this course include: learning, memory, human development, personality, mental disorders, and social influences on behavior. In addition to exploring psychology from Western theory, this course will explore the Anishinaabe ways of knowing and being.

SOCIOLOGY (SOC)

SOC 100: Introduction to Sociology - 3 credits

A survey of the characteristics of human group life with emphasis on the structure of the social environment and its influence upon the individual.

SOCIAL WELFARE AND SOCIAL WORK (SW) *Formerly HSVC-Human Services*

SW 100: Introduction to Human Services - 3 credits

This course introduces to the broad arena of social welfare and the profession of social work, with emphasis on Anishinaabe values. Students are introduced to basic theories for generalist social work intervention and practice with different sized systems and diverse populations.

SW 240: Human Behavior and the Social Environment - 3 credits

Prerequisite: SW 100

This course is an overview and application of various social work theories. Students will learn to assess the interactions among individuals and social systems. The course includes and integration of bio-psycho-social-spiritual variables that affect development and behavior with attention to the role of Anishinaabe culture.

FERPA-Family Educational Rights and Privacy Act

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

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

Part A. Directory Information

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

- Name (all names on record)
- Address (all addresses on record)
- E-mail address (all electronic addresses on record)
- Phone Number (all phone numbers on record)
- Date of birth
- Place of birth
- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status
- Names of previous institutions attended
- Participation in officially recognized activities and sports
- Honors/awards received
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Photographic, video or electronic images of students taken and maintained by the institution

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

Non-Disclosure Request for Directory Information

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

Part B. Educational Records

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

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

Student Records

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

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

Educational Records

Educational records are those 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. Educational records include more than academic records. Educational records, except for those designated as directory information, may not be released without the written consent of the student to any individual (including the student's parents), 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.

Records Retention

Student Services records will be held for five (5) years. Student Financial Aid records will be held for three (3) years. The electronic record is maintained in the Student Management System.

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 or challenging subjects and issues about which reasonable people may disagree. This policy informs the nature of faculty engagement in student learning.

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

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

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

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

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

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

Immunization

The Minnesota College Immunization Law applies to all students enrolled in college in Minnesota. Students must show proof of vaccination (or have a legal exemption) against these

five diseases: measles, mumps, rubella, tetanus, and diphtheria. The law applies to anyone who was born after 1956. However, students who graduated from a Minnesota high school in 1997 to present are exempt from these requirements, as they will have already met them. (Refer to WETCC Immunization Policy.)

Student Admissions

WETCC admits students in a manner that ensures the best opportunity for educational success, while at the same time honoring the Seven Anishinaabe Values upon which it was founded. The college reserves the right to evaluate special cases, and to refuse admission to applicants if such refusal is considered to be in the best interest of the college. Students who have been denied admission may appeal the decision.

All students must have the following documents on file, unless exempt:

1. Completed and signed application for admission to WETCC
2. A. *Official transcript* from an accredited or approved high school with the date of graduation
-OR-
B. Official copy of the General Education Development (GED) examination, which verifies completion of the five test areas, the scores, and the date of completion.
3. *Accuplacer* placement test scores in appropriate areas*
*Post-Secondary Education Option (PSEO) students at WETCC in good academic standing are exempt from this requirement.
-OR-
B. If transferring from another college: *official transcript(s)* that includes college level Math and/or English with a grade of "D" or better.
4. *Official college transcript(s)* directly from each institution previously attended
5. Proof of Tribal enrollment or descendance of a federally recognized Tribe, if applicable
6. A. Immunization record
-OR-
B. Signed immunization waiver, if applicable (Refer to WETCC Immunization Policy.)

Official transcript - a transcript bearing the original seal and signature of the official in charge of records from an educational institution

Accuplacer - a standardized placement test which assesses a student's skill level in math and English. A student who does not score above WETCC's established minimum scores are encouraged to complete an entry level course before registering for college level courses in the content area for the best chance at success.

Conditional Admittance

In certain circumstances, a student may be admitted on a conditional basis pending completion of one of the above requirements, at the discretion of the Dean of Student Services. However, all admission requirements must be met by the end of the semester or a student will not be able to register for the following semester.

Tuition Waivers

WETCC acknowledges nontraditional paths to college and the Anishinaabeg values and knowledge for staff and community members and grants the following types of tuition waivers.

Cultural Waiver - allows an individual to enroll in one cultural course each semester with no charge for tuition; students must pay for any fees and books associated with the course

Elder Waiver - allows a student over the age of 55 to enroll in one course per semester with no charge for tuition; also covers books and fees to honor elders

Employee Waiver - allows any employee of WETCC to enroll in one course per semester with no charge for tuition; students must pay for any books or fees associated with the course

WETCC reserves the right to deny any waiver participants agreements if it impacts registered students, such as class size.

Transfer and Re-admittance

WETCC acknowledges nontraditional paths to college.

Re-Admit Students

Returning students who have interrupted attendance for a semester or more (not including summer) are considered re-admitted WETCC students and must meet the admission requirements of WETCC and complete a readmission application. Re-admit students transferring credit from another institution to WETCC must request an official transcript of their grades be sent to the admissions office for evaluation. Only regular credit college courses with a grade of "D" or better will be accepted in transfer. Re-entry students with a cumulative GPA below 2.0 may be re-admitted on academic probation.

Transfer Students

Transfer students who have graduated from high school or completed their GED, and have attended a post-secondary institution, are classified as transfer students.

If you plan to transfer credit from another institution to WETCC:

1. Apply to WETCC using the application for admission.
2. Request official transcripts from any institution you have previously attended.
3. Courses in which the student has earned a grade of a "D" or better are eligible for transfer.
4. Students may be asked in some instances to provide course descriptions and syllabi.
5. All communication regarding transcripts will be sent to the WETCC Registrar.

Conditional Admittance

A student may be conditionally admitted with unofficial copies but must still meet all admissions requirements within one semester. If transcripts are under a different name, due to a legal name change, it is the student's responsibility to have the name corrected.

Credit for Prior Learning

It is the policy of WETCC to give credit for college-level learning gained in non-credit or experiential setting. This policy defines the requirements for evaluating and granting credit to admitted students.

Awarding Credit for Military Experience

Students having served in the military may request to have credit awarded for experiences gained while serving in the military, in accordance with Minnesota Statue 197.775, Sub. 2. Requests will be evaluated based on the WETCC program of study. A copy of the veteran's DD-214 and any other transcript records of education must be on file in the Registrar's Office.

Students can be awarded credits for their basic military training. These will be evaluated and awarded by use of the Joint Services Transcript. These credits may or may not transfer to other institutions.

Credit for Experiential Learning

Students may earn academic credit in certain college courses applicable to their program of study if they have gained skills and knowledge from job training, self-study, or occupational experiences. A maximum of 6 experiential learning credits will be awarded if competency is determined. Students interested in this process will apply using a Prior Experiential Learning Credit Request Form. Student will be asked it demonstrate experience and skill level through written, oral, performance, or combination examinations that may include a portfolio.

Credits, if accepted, will be entered on transcript as Pass ("P"). This will not affect the GPA of the Academic Transcript. If a student fails to prove proficiency, the attempt will not be recorded on the Academic Transcript. Prior Experiential Learning is accepted at WETCC but may not be transferrable to other institutions.

Incomplete Coursework

It is the policy of WETCC that a student may request a grade of Incomplete (I) from an instructor and enter into an Incomplete Student Contract if s/he meets the following criteria:

1. Is not on Academic Probation
2. Has at least 70% of course work completed with a passing grade
3. Has a valid extenuating circumstance* that prevents completion of the remainder of the required course work by the end of the current semester
4. Has a reasonable probability of passing the course when all requirements are complete

If the contract is approved, student will receive a temporary grade of Incomplete (I).

If all terms of the contract are met within the designated time frame the student's final grade will be changed to reflect all course work. If the contract is not fulfilled, the student's grade will revert to the grade earned prior to entering into the contract.

***Extenuating circumstance** – a serious illness or injury; death or serious illness of close family or friend; serious unexpected interruption of personal life. **Minor illnesses or ailments (e.g. cough, cold, hangovers) do not qualify.**

Independent Study (I.S.) Courses

It is WETCC's policy to offer Independent Study (I.S.) courses only under the following circumstances:

- A. A suitable instructor is willing and able to supervise the I.S. course

Note: An instructor's schedule may not allow time for additional responsibilities, thus a student should not assume that a particular course or instructor will be available.

-AND-

- B. When a student has just one term remaining before graduation and requires a specific course that is not being offered during that term AND has not had reasonable opportunity to take the course during a previous semester

-OR-

- C. When a student has a special interest or expertise and wants to develop a proposal to do independent research or study

-OR-

- D. Because of an extenuating circumstance (as defined in the previous section)

Test-Out/Credit by Exam

College Level Examination Program (CLEP) examinations are offered by the College Board. Students who can demonstrate competence in specific disciplines may earn college credit by "testing out" of certain courses at White Earth Tribal & Community College. To do so, a student must initiate the test-out process by completing the *Test Out Request Form* and obtaining approval from the Academic Dean.

Note: Test-out is not an option for all courses and determinations are made upon request by the Academic Dean. Note: Some courses are required with no test-out option.

Grading and Grade Submission

When repeating a course, the highest grade will be used to compute the student's GPA. The student may submit a request to the Registrar for a GPA recalculation. A student may, if eligible, use financial aid to repeat a course a second time. The student will be financially responsible for any subsequent repeats.

Students intending to audit a course (earn no credit) are required to register for the course indicating it will be an audit class. Auditing students may not need to meet regular course requirements and must confer with the instructor as to their privileges and responsibilities in the course.

A student who registers for credit may change to audit status any time during the first five (5) days of the semester. Courses audited are not included in determining the total credits earned toward a major or the cumulative grade point average. However, the credit value of any course

audited is computed in the assessment of tuition. Audited courses are not eligible for financial aid. Upon registration of the course, an entry is made on the student's permanent record along with other classes. "AU" equals audit.

WETCC uses letter grades to document student academic achievement. Grades are a compilation of all course assignments as indicated in the course syllabus. Formal grades are Submitted at mid-term and final points in the semester. Each faculty is allowed to determine the appropriate criteria to assign grade level values to assignments.

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
- AU = Audit
- I = Incomplete
- W = Withdraw
- R = Repeat

GRADE POINT AVERAGE (GPA) CALCULATION

Academic progress will be evaluated in terms of grade point average (GPA). The following system will be used to establish a student's GPA and will be the only grades included in the calculation:

- A = 4 grade points per credit
- B = 3 grade points per credit
- C = 2 grade points per credit
- D = 1 grade point per credit
- F = 0 grade points per credit

A GPA is determined by the sum of all grade points, divided by the total number of credits attempted, excluding any credits that carry grades other than the usual A - F grades.

When a course is repeated, the credits are only counted once and only the highest grade is used to compute the student's GPA. (Repeated courses may not qualify for financial aid.) The student may request a GPA recalculation from the Registrar upon completion of the repeated course.

STUDENT HANDBOOK

2018-2019



WHITE EARTH TRIBAL
& COMMUNITY COLLEGE

GAAWAABAABIGANIKAAG
GABEGIKENDAASOWIGAMIG

Quick Links:

WETCC Website: www.WETCC.edu

Academic Calendar: www.wetcc.edu/academic-calendar.html

Academic Catalog and Student Policies: www.wetcc.edu/academic-catalog.html

NOTICE: 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. However, this handbook does not constitute a contract between the school and the student/parent. WETCC reserves the right at its discretion to change or amend the handbook at any time.

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Appendix A: [*Student Code of Conduct*](#)

Appendix B: [*Drug and Alcohol Abuse Prevention Program \(DAAPP\)*](#)

Campus Directory

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

GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG

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

2250 College Road
PO Box 478
Mahnomon, MN 56557

www.wetcc.edu

Phone 218-935-0417
Fax 218-936-5736

August 2018

Boozhoo (Hello)! As the Interim President, I am very excited to welcome you to the WETCC 2018-19 Academic year; we are pleased you have decided to include us in your academic journey! If it is your first time here, welcome aboard! If you are a returning student, welcome back! You are about to begin one of the most exciting times in your life and we want to help ensure your WETCC experience meets all your expectations and more.

Regardless of how long your journey will be with us, we want you to have the tools you need to make the year successful. All the staff at WETCC will assist you in any way possible. We are all dedicated to our mission: *"White Earth Tribal and Community College is an institution of higher learning dedicated to academic excellence grounded in Anishinaabe culture, values, and traditions."* The College is designed to provide support services, academic advising, mentoring, tutoring, and more to help ensure your academic and personal success. Open communication with Faculty and Administration will help ensure you have a positive educational experience at WETCC.

You will find we promote student success by providing higher education committed to academic excellence in a safe and supportive environment. Students are empowered to harness their "inner grit" and encouraged to find health mind/body/spirit balance -to be equipped for success in not only here at college, but also at home, at work, in the greater community and the Nation.

Again, we welcome you to WETCC. Please, do not hesitate to ask questions, we are vested in your future with you and by working together we can ensure your academic journey is a success!

Miigwech (thank you),

Lorna LaGue
Interim President

White Earth Tribal & Community College is accredited by The Higher Learning Commission

In accordance with Federal law and U.S. Department of Agriculture policy, this institute is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal.

WETCC Mission Statement

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

Vision Statement

Gidinwewininaan gibimiwidoomin niigaanakeyaa

“We are carrying along into the future the way that we were given.”

WETCC Anishinaabe Values

Debwewin

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

Zoongide’ewin

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

Manaaji’idiwin

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

Gwayakwaadiziwin

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

Zaagi’idiwin

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

Nibwaakaawin

The literal translation of this word is an abundance of *wisdom*. When we live the value of nibwaakaawin, we seek to learn all that we can in a respectful manner and take the time to reflect upon our teachings.

Dabasendizowin

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

GENERAL INFORMATION

Inclement Weather/Emergency Delays & Closures

Unless an official announcement is made, students may assume that classes will be held as scheduled, even during inclement weather. When a full or partial closure is declared, all activities, events, classes, meetings, etc. will automatically be deemed cancelled for the specified period of time. Related notifications are sent to students via college email and text alert systems. Students may register for text alerts from the WETCC home page.

Announcements are also posted on WETCC's Facebook page and sent to these local media: KRJB Radio, Ada; KRJM Radio, Mahanomen; Nijiji Radio, Callaway; WDAY TV, Fargo; and KVLY TV, Fargo.

Food Service

The kitchen is staffed during the academic year with the following meal service:

Self-serve breakfast	7:30 AM - 10:00 AM
Lunch	11:30 AM - 1:30 PM
Self-serve dinner	5:00 PM - 8:00 PM -- Only when evening classes are in session.

Student meals are covered by the food service fee. Faculty, staff and guests may purchase a meal for \$5 each at the food service window.

Identification Cards

All students enrolling in classes at WETCC may obtain an official college identification badge. Photos for student identification cards are taken at the beginning of each semester and during orientation sessions. For more information contact the Student Services Office.

Immunization

The Minnesota College Immunization Law applies to all students enrolled in college in Minnesota. Students must show proof of vaccination (or have a legal exemption) against these five diseases: measles, mumps, rubella, tetanus, and diphtheria. The law applies to anyone who was born after 1956. However, students who graduated from a Minnesota high school in 1997 to present are exempt from these requirements, as they will have already met them.

Library/Student Success Hub

The primary purpose of the WETCC Library is to meet the information needs of the students, faculty, and staff of the college. Library late fees, or cost of replacement are the student's responsibility. If these fees are not paid in full at the end of the semester, or if all items are not returned to the library, a Library Hold will be placed on the student's account. Transcripts and grade reports will be withheld, and students will not be allowed to register for the next term. Library books are to be returned before complete withdrawal. All non-reference library items may be checked out at the circulation desk in library.

Bookstore

Students are responsible for purchasing required course textbooks. Books may be purchased at Books, Etc., the campus bookstore. The cost of books and supplies varies depending upon the area of study. Students must have a computerized class schedule for the current semester prior to purchasing books. Students will be notified each semester as to when books will be available for sale.

Books may be paid for with financial aid funds. To do so, students must sign an authorization to apply their financial aid to their tuition, fees, and books. Students who do not qualify for financial aid, or do not apply, must pay for their own books.

Book Return Policy

New and used books may be returned to the book store for a full refund only when all of the following conditions are met:

1. The books are returned within 30 days from the date purchased
2. The books are in the same condition as when purchased
3. The student has a Drop or Withdrawal form from the Registrar

STUDENT ACTIVITIES

Student Senate

WETCC Student Senate is the officially recognized governance group for all WETCC students. All registered students are able to annually elect Student Senate officers who provide representative leadership, avenues of communication, and representation to decision makers through shared governance with WETCC administration.

Cultural Events and Activities

WETCC offers a variety of free cultural events and activities on campus throughout the year, i.e. seasonal ceremonies and feasts, beading and language circles, daily smudging, etc. The entire campus community is encouraged to participate. Events are announced and promoted via the student newsletter, posters, email, and social media.

AIHEC Club

AIHEC (American Indian Higher Education Consortium) is the collective spirit and unifying voice of our nation's Tribal Colleges and Universities (TCUs). AIHEC represents 38 TCUs, including WETCC, provides leadership, and influences public policy on American Indian higher education issues. Students may join the AIHEC Student Club, which holds regular meetings on campus. Club members have the opportunity to attend the annual Spring Student Conference, where they engage in competitions designed to foster strong academic achievements in STEM, history, literature, and the arts. The conference brings together future leaders of Indian Country and serves as a national gathering and training ground for native youth.

STUDENT CODE OF CONDUCT

The WETCC Student Code of Conduct Policy (*Appendix A*) applies to conduct occurring from the time of application for WETCC admission, through the actual awarding of a degree, including:

- On the WETCC campus
- At WETCC-sponsored events and activities
- Before classes begin and after they end
- During and between terms of enrollment
- While any disciplinary matter is pending, even if student withdraws from school
- Off-campus, if it adversely affects the WETCC community and/or the pursuit of its objectives

The Dean of Student Services determines whether or not the *Student Code of Conduct* applies to off-campus conduct on a case-by-case basis.

STUDENT BILL OF RIGHTS

A. Freedom of Access to Higher Education

WETCC makes clear in this *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 the university are open to all enrolled students, subject to departmental limitations.

B. In the Classroom

The 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
2. Protection Against Improper Academic Evaluation
3. Protecting Against Improper Disclosure Information

C. Student Records

As custodian of student records, in compliance with the Family Educational Rights and Privacy Act (FERPA), WETCC assumes the trust and obligation to ensure full protection of student records, which includes maintaining the confidentiality of education records.

D. Grievance

Employees or students concerned about violations of this policy may request assistance from the Office of Student Services or an appropriate administrator.

STUDENT SERVICES

Disability Support Services and Reasonable Accommodation

Disability Support Services is an element of Student Services. Our goal is to comply with the *Americans with Disabilities Act of 1990 (ADA)* and *Section 504 of the Rehabilitation Act of 1973 (Section 504)* and the *ADA Amendments Act of 2008 (ADAAA)*. WETCC uses “the ADA” to refer to both the original 1990 Act and the 2008 amendments.

The ADA makes it illegal to discriminate against someone because of a disability. WETCC 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 WETCC must contact the Student Services office. To be eligible for reasonable accommodations, the student must have a documented disability that significantly interferes with access to the curriculum, services, or programs at WETCC.

Emotional Support Animals and Service Animals

WETCC is committed to making reasonable accommodations to qualified students with disabilities. Students with disabilities who require the use of “Service” or “Assistance” animals as a reasonable accommodation may be permitted to bring such animals on campus provided they comply with White Earth Tribal and Community College’s policies and procedures regarding such animals.

Tutoring/Mentoring

WETCC offers free tutoring and mentoring to all students. Appointments may be made through the Student Success Hub/WETCC Library

Emergency/Crisis Aid

Student who experience an unexpected financial hardship that impacts his/her ability to attend or stay in school, may apply for emergency aid. Disbursements are paid directly to service providers for things like fuel oil, electricity, car repairs, etc. Funds are limited and grants are determined on a case-by-case basis. Students may apply by contacting the Student Services Office.

Veteran Services

WETCC helps with Veteran benefits for eligible students. Students who believe they are eligible should indicate at Student Services.

ADMISSIONS & ENROLLMENT

Student Admissions

WETCC admits students in a manner that ensures the best opportunity for educational success, while at the same time honoring the Seven Anishinaabe Values upon which it was founded. The college reserves the right to evaluate special cases, and to refuse admission to applicants if such refusal is considered to be in the best interest of the college. Students who have been denied admission may appeal the decision.

All students must have the following documents on file, unless exempt:

1. Completed and signed application for admission to WETCC
2. A. *Official transcript* from an accredited or approved high school with the date of graduation
-OR-
B. Official copy of the General Education Development (GED) examination, which verifies completion of the five test areas, the scores, and the date of completion.
3. A. *Accuplacer* placement test scores in appropriate areas*
* *Post-Secondary Education Option (PSEO) students at WETCC in good academic standing are exempt from this requirement.*
-OR-
B. If transferring from another college: *official transcript(s)* that includes college level Math and/or English with a grade of “D” or better.
4. *Official college transcript(s)* directly from each institution previously attended
5. Proof of Tribal enrollment or descendance of a federally recognized Tribe, if applicable
6. A. Immunization record
-OR-
B. Signed immunization waiver, if applicable

Official transcript - a transcript bearing the original seal and signature of the official in charge of records from an educational institution

Accuplacer - a standardized placement test which assesses a student's skill level in math and English. A student who does not score above WETCC's established minimum scores are encouraged to complete an entry level course before registering for college level courses in the content area for the best chance at success.

Conditional Admittance

In certain circumstances, a student may be admitted on a conditional basis pending completion of one of the above requirements, at the discretion of the Dean of Student Services. However, all admission requirements must be met by the end of the semester or a student will not be able to register for the following semester.

Mandatory Student Orientation

WETCC is dedicated to student success and believes that the foundation for success must be laid even before classes begin. For that reason, WETCC requires that all new students, and any returning students who did not attend the previous term, complete Student Orientation. Student Orientation is packed with informational sessions on topics including financial aid and billing, grading and attendance, and student resources. It also includes introductory training on Office365, which includes college email, and CANVAS, the college's online learning management system that allows students to access course documents, monitor grades, and communicate with instructors.

Student Orientation is usually scheduled within two weeks of the beginning of each semester and students are notified via mail and/or email. Orientation dates are also included on the *Academic Calendar*, and Facebook page. Students who fail to complete orientation may be administratively withdrawn from the semester.

Under extenuating circumstances*, orientation may be offered to students online via CANVAS, but this must be arranged PRIOR to the date of the regularly-scheduled Student Orientation.

** Extenuating circumstance – circumstance beyond one's control, i.e. significant personal illness, injury, family death, or unforeseen personal difficulty.*

Tuition Waivers

WETCC acknowledges nontraditional paths to college and the Anishinaabe values and knowledge for staff and community members and grants the following types of tuition waivers.

Cultural Waiver - allows an individual to enroll in one cultural course each semester with no charge for tuition; students must pay for any fees and books associated with the course

Elder Waiver - allows a student over the age of 55 to enroll in one course per semester with no charge for tuition; also covers books and fees to honor elders

Employee Waiver - allows any employee of WETCC to enroll in one course per semester with no charge for tuition; students must pay for any books or fees associated with the course

WETCC reserves the right to deny any waiver participants agreements if it impacts registered students, such as class size.

CREDIT FOR PRIOR LEARNING & TEST-OUT OPTIONS

WETCC welcomes students from a wide variety of backgrounds and learning experiences. Some students may already have a firm grounding in a particular discipline. We recognize prior learning by offering several options whereby a student may demonstrate experience and skill level through written, oral, performance, or combination examinations to receive college credit.

Course Test-Out

Students who can demonstrate competence in specific disciplines may earn college credit (limit of 15 credits) by testing out of certain WETCC courses. The student must initiate the test-out process by working with the Academic Dean and then completing the *Test Out Request Form*. Students should check with the Academic Dean to determine if a Course Test Out is available. Course Test Out is NOT an option for all courses and determinations are made upon request from the Academic Dean.

Course Test-Out exams are instructor-generated to reflect the objectives of the course. Only a passing grade will be recorded as credit

A fee of \$25.00 per credit payable to the WETCC Business Office is required prior to completion of the course test-out examination. This fee is non-refundable. Course test-outs must be completed within ten (10) days of starting the course to be covered in the test-out exam. If not enrolled in the course, a student may test-out at any time.

Test-out is NOT an option for courses student has attempted previously, nor for courses from which the student has withdrawn. Course test-outs cannot be used to improve grades for courses previously completed.

Students who fail a course test-out exam must complete the course if it is needed to fulfill graduation requirements. Failing Course Test-Out grades will not be recorded on transcripts. Credits earned by the Course Test-Out option are not computed in a student's GPA and financial aid is not available for Course Test-Out credits

CLEP Testing

College Level Examination Program (CLEP) examinations are offered by the College Board. They afford students the opportunity to obtain recognition for college-level achievement in five general areas, as well as numerous subject areas. The General Examinations measure material usually covered in the first two years of college and often referred to as general education requirements. The Subject Examinations measure achievement in specific college courses and are used to grant exemption from and credit for these courses.

A CLEP Subject Examination may not be taken to establish credit for a course in which a student has already earned credit in a higher-level sequential course. A Subject Examination may not be used to establish credit in a subject that the student has previously failed. A student is responsible for all costs associated with CLEP testing.

Credit for Military Experience

In accordance with Minn. Stat. § 197.775(2), military veterans may request credit for their basic military training, as well as other experience gained while serving in the military. Copies of the veteran's DD 214 and Joint Services Transcript must be submitted to the Registrar. Requests will be evaluated, and credits awarded, based upon the Joint Services Transcript and WETCC's program of study.

Credit for Experiential Learning

Credit may be given for skills and knowledge gained from job training, self-study, or occupational experiences. Students may apply by submitting a *Prior Experiential Learning Credit Request Form*, available from Student Services. Student must demonstrate experience and skill level through written, oral, performance, or combination examinations that may include a portfolio. The Academic Dean, Faculty, and Dean of Student Services will review all Submissions.

If accepted, credits will be recorded on student's transcript as Pass ("P"), which is not included in GPA calculations. If a student fails to prove proficiency, the attempt will not be recorded on the Academic Transcript. Prior Experiential Learning credits accepted at WETCC may not be transferrable to other institutions.

STUDENT RECORDS

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

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

Directory Information - information concerning a student which may be released publicly

Directory information includes:

- Name (all names on record)
- Address (all addresses on record)
- E-mail address (all electronic addresses on record)
- Phone Number (all phone numbers on record)
- Date of birth
- Place of birth
- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status
- Names of previous institutions attended
- Participation in officially recognized activities and sports
- Honors/awards received
- Degrees earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Photographic, video or electronic images of students taken and maintained by the institution

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

Non-Disclosure Request for Directory Information

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

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.

Records Retention

- Student Service records: retained for five (5) years
- Student Financial Aid records: retained for three (3) years.
- Electronic records are maintained in the Student Management System.

ACADEMICS, CONDUCT, ATTENDANCE, & DISCIPLINE

Academic Honesty & 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. WETCC requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and protecting intellectual property. Any act of academic dishonesty attempted by a student at WETCC is unacceptable and will not be tolerated.

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

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 citation 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 in oral presentations for academic requirements; submitting a paper purchased from a term paper service as one's own; or submitting anyone else's work as one's own.

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

Students are expected to assume responsibility for his/her work and materials submitted in fulfillment of course, program, and college academic requirements must represent the student's own efforts.

Cheating - (in the instructional setting), 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 papers
11. Altering or forging an official college document

WETCC does not 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 (supporting) academic dishonesty.

Class Attendance

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

Student success is aided by regular attendance and participation in all scheduled courses. WETCC has the additional issue of Title IV Federal Student Aid (Pell Grant) guidelines which require some evidence in relation to student progress. When students cease to attend their classes, attendance reports are used to determine his/ her, "last day of attendance," (*Date of Determination*) which is a requirement for any student receiving Federal Student Aid.

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

A student who misses six (6) consecutive hours of class will be *Administratively Withdrawn** from that course.

Disciplinary Measures

See *WETCC Academic Honesty Policy, Satisfactory Academic Progress Policy, Appendix A - Student Code of Conduct Policy, and Academic Expulsion Policy.*)

CHANGES TO COURSE SCHEDULE – ADD, DROP, AND WITHDRAW

Changes to current course schedules may be initiated by students or college administration, and are processed through the Registrar according to the following parameters:

Note: Changes in course schedule may result in additional tuition charges. (For tuition refunds for dropped courses, see the WETCC *Financial Aid Overawards and Overpayment Policy*.)

Adding a Course - Students may add an available course on or before the *Last Day to Add/Drop* by contacting the Registrar.

Dropping a Course - Students may drop a course (with or without a record) by contacting the Registrar at any time during the first twelve (12) weeks of Fall or Spring Semester as detailed below.

Drop without Record A course may be dropped, and no record of the courses will appear on the student's record, if the drop is processed on or before the *Last Day to Add/Drop*.

Drop with Record/Withdraw When a student drops a course between the *Last Day to Add/Drop* and *The Last Day to Withdraw*, it is considered a *Withdraw* and a grade of "W" will be recorded for the course on the student's transcript.

If a student ceases to attend class after the *Last Day to Withdraw*, s/he will receive the grade s/he has earned in the course to that point.

Last Day to Add/Drop - the tenth (10th) business day of each full semester. The official date is posted on the *Academic Calendar*.

Last Day to Withdraw - the last day of the twelfth (12th) week of each full semester. The official date is posted on the *Academic Calendar*.

Administrative Drop and Withdrawal

WETCC reserves the right to initiate an administrative drop or withdraw, based upon student attendance, as reported by course instructors, in order to mitigate the academic consequences for the student, and the financial liability of both the student and institution.

Administrative Drop

1. Occurs on or before the *Last Day to Add/Drop*
-AND-
2. A. When student has six (6) consecutive and documented hours of missed classes in any registered course.
-OR-
B. When student's immunization records are incomplete as of the Last Day to Add/Drop

Administrative Withdrawal

- Occurs after the Last Day to Add/Drop, but prior to the Last Day to Withdraw
- Occurs when a student has six (6) consecutive documented hours of missed classes in a registered course
- The student remains responsible for any financial liability s/he has incurred, less applicable refunds, and any academic consequences due to the administrative withdrawal.

Complete Withdrawal

- Occurs when a student withdraws from all registered courses during a semester,
- If the student has received Federal Student Aid (Pell Grant/FSEOG/FWS) and/or State Financial Aid for the semester, s/he may have to repay some or all of the aid received.
- Complete withdrawal may also affect student's eligibility for future financial aid.

- Student remains responsible for any financial liability he or she has incurred, less applicable refunds, and any academic consequences due to the complete withdrawal.

GRADING, GPA, AND APPEALS

WETCC uses letter grades to document student academic achievement. Grades are a compilation of all course assignments as indicated in the course syllabus. Formal grades are submitted at mid-term and final points in the semester. Each faculty is allowed to determine the appropriate criteria to assign grade level values to course assignments.

Letter grades

- A = Excellent
- B = Above Average
- C = Average
- D = Below Average
- F = Failing
- CR = Credit by Exam - See Course Test Out Policy
- AU = Audit
- I = Incomplete
- W = Withdraw
- R = Repeat

Grade Point Average (GPA) Calculation

Overall academic progress is evaluated in terms of GPA. Only the following grades and values are included in the GPA calculation:

- A = 4 grade points per credit
- B = 3 grade points per credit
- C = 2 grade points per credit
- D = 1 grade point per credit
- F = 0 grade points per credit

GPA is calculated using the sum of all grade points earned, divided by the total number of credits attempted.

Repeated Courses

Students may retake any course at least once, with the following stipulations:

Courses Previously Taken and Passed - A student may be allowed to retake any previously passed course, (one time only per previously passed course). For this purpose, passed means any grade higher than an "F." This retaken class may be counted towards a student's enrollment status. If the student withdraws before completing the course that s/he is receiving Title IV funds for retaking, then that is not counted as his or her on allowed retake for that course. However, if a student passed a class and then is receiving financial aid for retaking it and fails the second time, that failure counts as their one allowed retake with financial aid.

Courses Previously Taken and Failed - A failed course may be repeated one time while receiving financial aid. Repeating a failed course will result in the removal of the previous grade.

When a course is repeated more than once, only one previous grade can be removed from the GPA calculation.

Course Audit

Students may choose to audit a course, i.e. take a course without earning college credit. To do so, a student must register for the course, indicating it will be an audited class. Auditing students may not need to meet regular course requirements and must confer with the instructor as to their privileges and responsibilities in the course.

A student who registers for credit may change to audit status any time during the first five (5) days of the semester. Courses audited are not included in determining the total credits earned toward a major or the cumulative grade point average. However, the credit value of any course audited is computed in the assessment of tuition. Audited courses are not eligible for financial aid. Upon registration of the course, an entry is made on the student's permanent record along with other classes. "AU" equals audit..)

Grade Appeals

Students have the right to ask faculty for an explanation for any grade received. Students may formally appeal a final course grade in a Student Appeal Form. All grade appeals must be directed first to the faculty who assigned the disputed grade, as the faculty retains the responsibility of assigning grades. If appealed, any employee of WETCC cannot change the grade assigned by an instructor unless presented with clear and convincing evidence that the instructor's grading procedure was biased, did not reflect sound educational practices, or was inconsistent with the course syllabus.

FINANCIAL AID

Disbursement of Funds

Financial aid funds become available nine (9) business days after the Add/Drop Date. All financial aid is disbursed through the business office. All grants and scholarships are first used to pay tuition, fees, and books. After the initial disbursement of aid, financial aid is typically disbursed once weekly. Prior to any aid being disbursed, ALL verifications must be completed in the Financial Aid Office.

Return of Federally Funded Financial Aid (Title IV) Funds

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funding received and may have to repay, in whole or in part, the funds received, according to federal guidelines.

Over Awards and Over Payment

Federal regulations restrict the amount of need-based funds, which a student may receive in a designated period of time/period of enrollment (POE). If a student receives more financial aid than they are eligible to receive, an over award occurs, and the excess amount must be repaid.

To avoid an over award situation:

1. Students must notify the Financial Aid Office when receiving assistance from any outside source.
2. Students must make sure to list all resources on all financial aid forms and documents.

- Students should check with the financial aid office before seeking additional assistance to determine what effects additional funds will have on their financial aid package.

Credit Balance (Refund)

If a credit balance exists after a financial aid award has been applied to a student's account, the overage will be disbursed to the student via direct deposit.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (SAP) standards ensure that students are successfully completing coursework and can continue to receive financial aid. All students receiving financial aid are required to meet SAP standards.

SAP Requirements

Qualitative (GPA) and Quantitative (Completion Percentage) Requirements

Attempted Credits	Minimum Cumulative GPA*	Cumulative Earned Percentage
1 to 16	1.75	67%
17+	2.0	67%

** For most students the GPA calculation for SAP is the same as the WETCC GPA (explained on p.14.) However, for transfer students, the SAP calculation of GPA also includes credits and grades earned at previously-attended institutions.*

Students are primarily responsible for their own satisfactory academic progress and for seeking assistance when experiencing academic difficulty. Guidance is provided through Student Services.

Maximum Time Frame

Students are expected to complete their degree within an acceptable period of time. Financial aid recipients may continue to receive aid for a maximum of 150% of the published length of their current educational program. (For example, a sixty (60) credit hour associate program will be funded for a maximum of 90 credit hours.) All attempted WETCC credit hours, including periods without Title IV assistance, are included when calculating a student's maximum time frame.

Evaluation Period

Satisfactory academic progress will be evaluated for all students with registered credits at the end of each semester; fall, spring, and summer.

WETCC may only disburse federally-funded (Title IV) financial aid AFTER it is determined the student has met SAP for the payment period and remains eligible.

FAILURE TO MEET STANDARDS - ACADEMIC WARNING/PROBATION/SUSPENSION

Academic Warning Status

If at the end of the semester a student has not met either the required cumulative GPA standard or required cumulative completion percentage standard, the student may enroll and retain their financial aid eligibility with warning status for one semester. Students with Warning Status are required to meet with Student Services to complete a *Satisfactory Academic Improvement Plan* at the beginning of the warning term of enrollment.

If at the end of the warning status period a student on warning status has met both the cumulative GPA and cumulative completion percentage standards, the warning status will be lifted.

Academic Probation for Students on Academic Warning Status

A student with a warning status who fails to meet both the required GPA and/or cumulative completion rate standards will be placed on *probation status* immediately upon completion of the evaluation. Probation status will persist for one semester.

Upon successful completion of one semester, probation status will be lifted, and the student returned to warning status.

Academic Suspension for Students on Academic Probation Status

A student on academic probation status, who fails to meet both the required cumulative GPA and cumulative completion rate standards, shall be placed on suspension for one calendar year immediately upon completion of the evaluation. Students returning after a period of academic suspension are eligible to be readmitted with academic probation status. Students returning after a period of academic suspension must not assume that financial aid will be reinstated, as an appeal must be filed with the Financial Aid Office is required.

FINANCIAL AID SUSPENSION

Maximum Time-Frame Failure

If at the end of the evaluation period a student has failed to meet the maximum time frame measurement, the student shall be placed on financial aid suspension and be ineligible for financial aid immediately upon completion of the evaluation.

Extraordinary Circumstances

- Under extraordinary circumstances, WETCC may immediately suspend students from financial aid eligibility. Examples may include, but are not limited to: previously-suspended students who have been reinstated, but falls below acceptable standards during a subsequent semester
- Students who register for courses, receive financial aid, but who do not attend classes
- Students whose attendance patterns appear to abuse the receipt of financial aid
- Suspension for inability to meet program requirements within the maximum time frame. If at the end of any evaluation period it is determined that it is not possible for a student to raise his/her GPA or course completion percentage to meet the standards before the student would reach the end of the program for which s/he is receiving financial aid, student will be placed on financial aid suspension immediately upon completion of the evaluation.

Notification of Status Change

A student who fails to meet SAP standards will be notified by letter when they are placed on financial aid warning, probation, or suspension status.

Student Appeals

A suspended student has the right to appeal based on extraordinary circumstances, i.e. a death of a family member, serious illness or injury, etc.)

To appeal, the student must:

1. Accurately complete the *Appeal Form* and submit to the Registrar.
2. Submit a written explanation of the circumstances that affected the student's academic progress, including supporting documentation if applicable, and explain what has changed that would allow the student to be successful in their next semester.
3. If the student wishes to present his/her case in-person to the Leadership Cabinet s/he must notify the Registrar of that decision at the time the appeal is submitted.

If the financial aid appeal is approved, the student will:

1. Be placed on financial aid probation
2. Be required to follow an SAP Plan, which will follow the student until the SAP requirements are met.

Financial aid appeals decisions, with adequate documentation, will be communicated to the student within five (5) business days after the date set for the Appeals Committee meeting for each semester, no later than the Add/Drop Date.

A student on an approved Financial Aid SAP is considered to be eligible for federally-funded (Title IV) aid. If a student does not follow his/her plan, his/her financial aid eligibility may be terminated.

Reestablishing Eligibility for Financial Aid After Financial Aid Suspension or Probation

A student, who for a second time is placed on financial aid suspension and has filed, but denied an appeal, is ineligible for financial aid. Student will not regain eligibility unless a subsequent financial aid appeal is approved. Student may file an appeal each semester. The third academic or financial aid suspension will be permanent. The Financial Aid Committee will issue final decisions in financial aid appeals.

INFORMATION TECHNOLOGY (IT)

IT Resources

WETCC is continuously developing and improving the technology on campus. The college aims to prepare students to feel at ease with information technology upon graduation. The IT Department is designed to assist students in technology proficiency. The college technology resources include; Smart boards, projectors, computer labs, internet and Wi-Fi access, email services, and access to online library resources to facilitate teaching and learning.

Acceptable Use

College Information Technology resources are provided for use by enrolled WETCC students, administrators, faculty, and staff. The use of WETCC information technology is a privilege conditional to compliance with all policies, procedures, and guidelines. Users must also comply with all laws and regulations. (See *IT Acceptable Use Policy*.)

WETCC Printer/Copier Use

Only coursework and school-related materials may be printed on WETCC printer/copiers. Students must make every effort to print/copy the minimum number of pages and only use color when necessary. A student found printing/copying; excessive numbers of pages, excessive amounts of color, or any unauthorized material, s/he will be banned from using WETCC printer/copiers.

Copyright law applies.

Protecting Privacy

Users must not violate the privacy of other users. Technical ability to access others' accounts does not, by itself, imply authorization to do so.

Limitations on Excessive IT Use

Users must avoid excessive use of the college's information technology. The reasonableness of any specific use shall be determined by the college's administration in the context of relevant circumstances.

Internet/Wi-Fi Access

- Internet access and use is provided for academic use. Violation of IT Acceptable Use Policy may result in suspension of computer privileges.
- The IT Department reserves the right to block websites that may pose dangers to the college's computer network.
- Using the Internet to distribute spam (unsolicited email messages) or harassing messages to others is prohibited.
- You may not use computer workstations to provide Internet-based services without prior approval from the WETCC IT Department. Examples of Internet-based services include, but are not limited to, FTP servers, Web servers, P2P file servers, IRC servers, and Game servers.

Electronic Communication

WETCC expects the same standards of behavior in the use of electronic mail (Email) as in the use of telephones, written, and oral communications. Communications must be neither obscene nor harassing. Similarly, messages must not misrepresent the identity of the sender and should not be sent as chain letters or "broadcast" indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings.

PERSONAL PROPERTY, SEXUAL HARASSMENT & ABUSE

Personal Property on Campus

Personal property brought to the WETCC campus by students and/or visitors is the responsibility of the owner should loss or damage occur. Personal property is defined as any property not furnished by the college and is not covered by college insurance. WETCC is not responsible for loss, theft or

damage of personal property. Personal item storage is neither available nor provided on the WETCC campus.

Sexual Harassment and Abuse

WETCC commitment to equal opportunity includes an assurance to its students that they will not be subjected to sexual harassment, and such conduct is prohibited. WETCC's policy is in compliance with the November 1990 EEOC final guidelines which defines sexual harassment.

Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Minnesota law. Nothing in this policy will prohibit the system office or any college or university from taking immediate action to protect victims of alleged sexual abuse.

STUDENT GRIEVANCE

The Program Integrity Rule of the Higher Education Act (HEA) requires, among other things, that each college or university authorized to offer post-secondary education in one or more states ensure access to a complaint process that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of post-secondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

WETCC is committed to providing post-secondary education, being in full compliance with the Program Integrity Rule, and providing a complaint process for all current and/or prospective students.

APPENDIX A

Student Code of Conduct

1 Behavior Subject to WETCC Discipline

This is not an exhaustive list and other situations may apply.

1.1 Infringement of the Rights of Other Persons

1.1.1 Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.

1.1.2 Behavior infringing upon the health or safety of self or other persons.

1.1.3 Conduct that is disorderly, lewd or indecent which may include, but is not limited to fighting, engaging in violent behavior, disturbing a lawful assembly, streaking or bullying

1.1.4 Creating a public disturbance, or interfering with teaching, study, social activities, or recreational activities.

1.1.5 Assault or fighting.

1.1.6 Hazing, on the part of individuals or campus organizations. Hazing is an act which endangers the mental or physical health or safety of a student, or results in the destruction or removal of public or private property, or which causes physical or psychological discomfort, embarrassment, or humiliation, for the purpose of initiation or admission into, affiliation with, or confirming any form of affiliation, or continued membership in a student organization regardless of a student's willingness to participate in the activity.

1.1.7 Attempted or actual theft of/or damage to property of the university or property of a member of the university community or other personal, or public property, on or off campus or during university related travel.

1.1.8 Sexual misconduct including sexual harassment, sexual assault, rape, relationship violence and stalking.

1.2 Abuse or Misuse of Substances

1.2.1 Possession, sale, dispensation, use or consumption of alcoholic beverages on land or in buildings owned or managed by WETCC or in connection with college sponsored events.

1.2.2 Use, possession, sale, or distribution of controlled substances or illegal drugs.

1.2.3 Behavior while in a state of intoxication that is loud, disruptive, potentially injurious to the health or safety of others or affecting the cleanliness or maintenance of university facilities or on field trips as part of the college.

1.3 Interference with College Business, Academic Processes, or Student Activities

1.3.1 Obstruction of teaching, disciplinary procedures, social activities, or other scheduled events.

1.3.2 Furnishing false information to any college official, faculty member or office.

- 1.3.3 Forgery, alteration, or misuse of any college document, record, or instrument of identification.
- 1.3.4 Misappropriation, or misuse of college property.
- 1.3.5 Vandalism or destruction of property.
- 1.3.6 Unauthorized entry into, or presence within, a college building.
- 1.3.7 Tampering with, or misuse of, fire alarms, fire protection equipment or surveillance equipment.
- 1.3.8 Failure to comply with published instructions, rules or regulations of the college or with the written or verbal instructions of an authorized college official, and/or failure to identify oneself to these persons when requested to do so.
- 1.3.9 Failure to comply with sanctions imposed under the Student Code of Conduct.
- 1.4 Off-campus Behavior
 - 1.4.1 Violation of local, state, or federal law may be treated as a violation of the Code of Student Conduct.
 - 1.4.2 Behavior that poses an obvious threat or harm to the health and safety of self or others.
 - 1.4.3 Behavior that impinges on the rights, property or achievements of others or significantly breaches the peace and/or causes social disorder.
- 1.5 Violation of WETCC Computer and Network Usage Policies
- 1.6 Academic Honesty
- 1.7 Students at White Earth Tribal and Community College have the responsibility to participate or cooperate with policy violations investigation and may be held responsible if found to be in the presence of a policy violation and fail to do one of two things:
 - a.) Leave the area where the violation is occurring.
 - b.) Contact appropriate WETCC staff members or authorities.
- 2. College Disciplinary Procedure
 - 2.1 Citations
 - 2.1.1 A report of a violation of the WETCC Student Code of Conduct may be made by a student, faculty or staff member of the college.
 - 2.1.2 The complaint will be filed with the office of the Dean of Student Services on the form supplied by the Student Service Office.
 - 2.1.3 The Dean of Student Services will address the concerns on the form.
 - 2.1.4 The reporting form will be signed by the person submitting the report. Anonymous reports will be accepted and investigated to determine appropriate college action.
 - 2.2 Dean of Student Services
 - 2.2.1 Dean of Student Services will:
 - 2.2.1.1 Carry out the conduct process from report to decision in a timely manner.

- 2.2.1.2 Serve as the investigator, conduct the hearing, render a decision, and impose sanctions.
 - 2.2.1.3 Disclose if a conflict of interest exists with either the reporting or responding party, in which case the report will be directed to a different administrator on campus.
- 2.3 Staff Member
- 2.3.1 When a report has been filed, the staff member will refer the report to the appropriate designated Dean of Student Services. The Dean of Student Services will meet with both the reporting party and the responding party.
 - 2.3.2 The Dean of Student Services, after conducting a proper investigation and hearing may:
 - 2.3.2.1 Dismiss the allegation.
 - 2.3.2.2 Assess the appropriate sanction
 - 2.3.2.3 The Dean of Student Services will maintain complete records of all formal disciplinary proceedings.
- 2.4 Conduct Process
- 2.4.1 Dean of Student Services receives report and begins investigation.
 - 2.4.2 Dean of Student Services identifies alleged code violations, notifies student, and schedules meeting date and time within 5 class days of initial report.
 - 2.4.3 Dean of Student Services holds pre-hearing conference with responding party to review rights and procedures.
 - 2.4.4 Student may appeal to President.
3. Sanctions
- 3.1 Definition
- 3.1.1 Sanctions are those penalties which may be imposed by the college upon persons who, in proper hearing processes, have been found to have committed violations of the Code of Student Conduct.
- 3.2 Sanctions which may be imposed by the college and assigned by the procedural hearing bodies established by Section 2. of this Code are:
- 3.2.1 Reprimand. Reprimand may be delivered either verbally or in writing. If the reprimand is in writing, a copy shall be retained on file in the Dean of Student Services' Office.
 - 3.2.2 Conduct probation. Conduct probation indicates that further violation may result in suspension. Conduct probation may not be imposed for more than one year.
 - 3.2.3 Suspension from participation in college-sponsored organizations, events and activities.
 - 3.2.4 College Suspension. A student who is suspended may not enroll for classes for a determined length of time.
 - 3.2.5 College Expulsion. A student who is expelled from the college is permanently barred from the college.

- 3.2.6 Sanctions including but not limited to counseling, evaluation, restitution, community service, and compensation for theft and damage to person or property may be imposed along with an official college sanction.
- 3.3 The college reserves the right to suspend immediately and remove from campus without hearing, any student that poses an immediate threat to the health or safety of persons on campus. A properly constituted hearing on the matter will take place as early as possible.
- 3.4 Registration for subsequent terms or the conferral of academic degrees may be withheld pending the resolution of allegations of student misconduct or until sanctions have been concluded and any conditions imposed by the college have been fulfilled.
4. Non-Responsive Students
- 4.1 If the student absents him/herself from campus or does not respond when requested to participate in the disciplinary process, the following steps will be taken.
- 4.1.1 The Dean of Student Services shall make every reasonable effort to locate the student through ordinary channels, including, but not limited to e-mail, hand-delivered letter, and/or phone call.
- 4.1.2 If the student cannot be located or does not respond, the Dean of Student Services will initiate the normal disciplinary procedures in the student's absence.
5. Student Appeals
- 5.1 Students have the right to appeal a disciplinary action of the Dean of Student Services to the President. The President shall not repeat the duties of the Dean of Student Services. The appeal shall be limited to a review of the initial hearing and supporting documents (except as required to explain the basis of new evidence) for one or more of the following purposes:
- 5.1.1 To consider new evidence which may alter the decision.
- 5.1.2 To determine whether the original hearing was conducted in accordance with published procedures.
- 5.1.3 To determine whether the sanction(s) imposed were appropriate for the violation.
- 5.2 Student appeals should be submitted to the President within 5 business days of the decision in question.
6. Conduct Records
- 6.1 Conduct records are kept on file in the Dean of Student Services. All conduct records are private and may not be disclosed in whole or in part except as provided by law, or by the written authorization of the student. Conduct records shall be retained separately from the student's educational record. The only disciplinary actions reflected on an official transcript shall be suspension or expulsion.
- 6.2 Conduct records containing violations that resulted in sanctions of less than suspension or expulsion are retained for a period of three years after a student graduates, withdraws or transfers and are kept in a conduct file in the Dean of Student Services. In cases where students receive a sanction of suspension or expulsion, records may be retained indefinitely.

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White Earth Tribal & Community
College



Faculty Handbook

2018-2019

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

Directory of College Services

Campus Directory

Department/Service	Phone/Extension
WETCC Phone	218-935-0417
FAX Lines	218-935-5798 218-936-5814
Front Desk/Receptionist	100
Academic Dean	304
Admissions Office	322
Bookstore	215
Business Office/Finance	309
Culture Department	212
Extension Office	312
Financial Aid Office	225
Human Resources	332
IT/Computer Help Desk	224
Library/Student Success Hub	308
Maintenance/Facilities	333
Marketing/Development	228
Office of the President	316
Registrar	315
Security	120
Dean of Student Services	326



GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG
WHITE EARTH TRIBAL & COMMUNITY COLLEGE

Welcome White Earth Tribal and Community College Faculty:

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

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

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

Sincerely,

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

WETCC Mission Statement

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

WETCC Purpose Statements

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

Vision Statement

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

WETCC Anishinaabe Values

Debwewin

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

Zoongide’ewin

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

Manaaji’idiwin

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

Gwayakwaadiziwin

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

Zaagi'idiwin

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

Nibwaakaawin

The literal translation of this word is an abundance of **wisdom**. When we live the value of nibwaakaawin, we seek to learn all that we can in a respectful manner and take the time to reflect upon our teachings.

Dabasendizowin

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

PERSONNEL

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

Definitions

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

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

Adjunct Faculty – Adjunct faculty members are those who teach less than five (5) credit hours per semester. Adjunct faculty members are maintained in a faculty pool and when classes are scheduled that require a specific level of expertise, those faculty members who possess the necessary qualifications are contacted to provide instruction for the semester.

Faculty Credentials Guidelines

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

College Faculty Credentialing

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

Minimum qualifications for full-time faculty members

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

Minimum qualifications for adjunct faculty members

The minimum qualification for an adjunct faculty member is a master's degree in the assigned field or a master's degree in any field with a minimum of 18 graduate semester credits in the assigned field. Adjunct faculty members who do not meet the educational requirements may

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

General Education Requirements

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

Developmental Courses/Non-Transfer Courses

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

eLearning Qualifications

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

Tested Experience Policy

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

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

Guidelines for Evaluating Alternative Credentials

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

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

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

Certificate Programs

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

Process for Evaluating Faculty Qualifications and Credentials

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

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

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

Teaching, Research, Service and Lifelong Learning

White Earth Tribal and Community College is a unique institution of higher learning in many ways. Although we do not currently emulate the standard tenure system in place at other colleges, WETCC faculty do share the basic workload common in our profession: teaching, researching,

and service.

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

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

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

Competency and Pedagogy

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

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

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

- **Evaluation of Student Learning**
 - Establish and adhere to learning objectives.
 - Develop evaluation methods, which fairly measure student progress toward objectives.

- Evaluate and return student work to promote maximum learning.
- Maintain accurate records of student progress.
- Submit final grade rosters to the Registrar and Academic Dean each semester according to established guidelines.
- Support of WETCC Policies and Procedures
 - Fulfill all requirements of instructors set forth in the Employment Packet.
 - Maintain and post regular office hours to ensure accessibility to students and colleagues.
 - Prepare, distribute and submit syllabi and approved course outlines for all assigned sections in accordance with program and divisional policies.
 - Maintain confidentiality of student information.
 - Exercise stewardship of WETCC facilities and materials.
- Academic Advising
 - Maintain academic records for all advisees assigned by the WETCC Student Services office.
 - Maintain a log of all advisee meetings.
 - Guide students through the appropriate degree checklist according to program of study.
 - Ensure student is working toward appropriate degree.
 - Encourage advisees to apply to baccalaureate degree programs upon completion of Associate degree or required number of hours by degree program.
 - Assist advisee in planning a course of study leading to successful completion of the degree being pursued, based upon the degree checklist.

Faculty Evaluation Procedures

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

Teaching:

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

Scholarship:

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

Service:

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

Faculty Governance: Organization Structure and Resources

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

Academic Freedom

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

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

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

Faculty members are entitled to full academic freedom in the engagement of student learning. This freedom extends to classroom teaching, program development, and to any other student learning setting. While entitled to these rights, faculty should be guided by the principle that material presented in class serves the primary purpose of advancing student learning in the

context of the course and/or program objectives. A faculty member does not have the right to intimidate students who express a contrary point of view.

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

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

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

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

FERPA

Privacy of Education Records:

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

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

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

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

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

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

Non-Disclosure Request for Directory Information

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

Part B. Educational Records

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

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

Archiving:

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

Student Attendance:

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

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

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

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

Academic Honesty:

The faculty at White Earth Tribal and Community College (WETCC) are committed to teaching students how to become ethical users of information and ideas. They are responsible to not only to educate students in the research process and mechanics of writing and proper documentation, but also to hold these students accountable for honest work. Whether an assigned project is in a visual, written, or spoken format, students are expected to accurately reference all sources of information consulted for the project.

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

The prevailing forms of academic dishonesty are cheating, plagiarism, collusion, and the submission of false information regarding admission, readmission and academic appeals of petitions. Cheating in the instructional setting is the unauthorized use or exchange of information by students in meeting academic standards or requirements. Examples include, but are not limited to the following:

1. Copying other's work for an examination or assignment.
2. Using unauthorized notes or aids during an examination.

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

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

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

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

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

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

Faculty Policies and Procedures

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

to the Academic Dean.

Faculty Conduct

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

Faculty members are prohibited from any type of sexual approach or verbal abuse of any student on or off campus. Faculty must follow the Consensual Relationship Policy.

Classroom Atmosphere

All faculty members are expected to provide a positive classroom atmosphere that will enhance the educational experience of each student in the class. Faculty members are expected to be in their instructional areas prior to the stated start times when their classes meet. It is the responsibility of Faculty to ensure classrooms are maintained in a respectable fashion. Contact Security if assistance is needed. Additionally, care must be taken to respect all students in the class. Faculty members should avoid all appearance of favoritism. Faculty members should be alert to the positive benefits of humor, but avoid joking or any speech or gestures specific to any individual student, as these may be misconstrued as favoritism or biased behavior.

Students who are disrespectful to faculty or other students may be removed from the class. If a faculty member removes a student from his or her class, the faculty member must inform the Dean of Student Services and Academic Dean of the incident and complete an "Incident Report Form" with the name of the student or students involved. Children are allowed in the classroom when adequate childcare is unavailable; however, parents or guardians must remove disruptive children from the classroom.

Office Hours

Office hours must be visibly posted on the exterior office doors and in the course syllabi for the convenience of students and other visitors.

INSTRUCTIONAL

Course Syllabus Information

Syllabi are essential to organize courses and establish the course schedule. Syllabi also document content and methodology for future reference as required by accreditation agencies. All faculty members are required to use the course format and syllabus established. A copy of

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

Creating a Syllabus

An abbreviated form of the syllabus will be presented to you for development of new courses. Reminder to use the standardized required statements in certain areas from the syllabus template. An extended classroom version of the syllabus created by faculty should be distributed to each of your students at the initial class meeting. While much of the information for the class appears on the standard course syllabus, your extended syllabus is a more individual expression of your organization of the course.

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

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

Grading

An important component of your syllabus is the section on methods of evaluation and grading scale. In preparing this, there are several factors to consider. The first is that your grading policy must comply with the minimum evaluation requirements specified for that course on the standard course outline. These requirements have been set by Academic Dean and approved by the Faculty Senate and are intended to assure a minimum level of competence in every section of the course. Individual instructors are obligated to build these requirements into their method of evaluation and grading scale section.

Testing and Quizzes Enhance Learning

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

Good Test Preparation Techniques

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

Late Work and Missed Exams

It is important to identify your late work and missed exams policy in your syllabus, including whether it is acceptable, and under what circumstances or time frame.

Incomplete Grades

A grade of "I" is given to students whose work at the end of the term is still in progress and at least 50% complete. Such grades will be restricted to those circumstances in which there have been extenuating circumstances. The instructor and student are required to develop an individualized plan with outlined steps and timelines for completion. This can be done by completing the "Incomplete Grade Contract." This plan must be approved by the instructor and must be submitted to the Registrar prior to the last day of the semester. Grades and designations of Incomplete ("I") recorded by the Registrar at the end of the semester will not be changed except in the following cases:

Grade Changes

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

- When a letter grade is submitted to replace the incomplete, by the instructor of record.
- When a grade resulting from an error in computation is corrected by the instructor of record.
- When an error committed in the administrative recording process is corrected by the Registrar's office.

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

Administrative Drop Policy

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

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

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

Independent Studies

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

Textbooks

Textbooks can be purchased at the WETCC bookstore at the beginning of each semester. Faculty members must provide a list of textbooks with ISBN numbers to the bookstore by the dates

indicated by the bookstore for ordering purposes.

Disability Services

Policy for Disability Services:

Disability Support Services is an element of the office of Student Services. Our goal is to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Congress subsequently expanded protection for people with disabilities under the ADA through passage of the ADA Amendments Act of 2008 (ADAAA). White Earth Tribal and Community College (WETCC) uses “the ADA” to refer to both the original 1990 Act and the 2008 amendments. The ADA makes it illegal to discriminate against someone because of a disability. White Earth Tribal and Community College will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. Students requesting accommodations at White Earth Tribal and Community College must contact the Student Services office. To be eligible for reasonable accommodations, the student must have a documented disability that significantly interferes with access to the curriculum, services or programs at WETCC.

The student needs to:

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

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

Students' Rights

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

1. Equal access to courses, programs, services, jobs, activities and facilities available through the college or university.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined by the institution on a case-by-case and/or course-by-course basis.

3. Appropriate confidentiality of all information pertaining to the disability with the choice of to whom to disclose the disability but will need to meet with Dean of Students to formalize accommodations, except as required by law.
4. Information reasonably available in accessible formats.
5. Right to appeal denial of accommodations.
 - a) Meet with the Dean of Student Services
 - b) Petition to the Leadership Cabinet of White Earth Tribal and Community College.

White Earth Tribal and Community College Rights

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

Student Success

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