



Aaniih Nakoda College

Aaniih Nakoda College Faculty Handbook 2010-2011

Approved by: ANC Board of Directors - October 20, 2010

Approved by the Curriculum Committee - October 1, 2010



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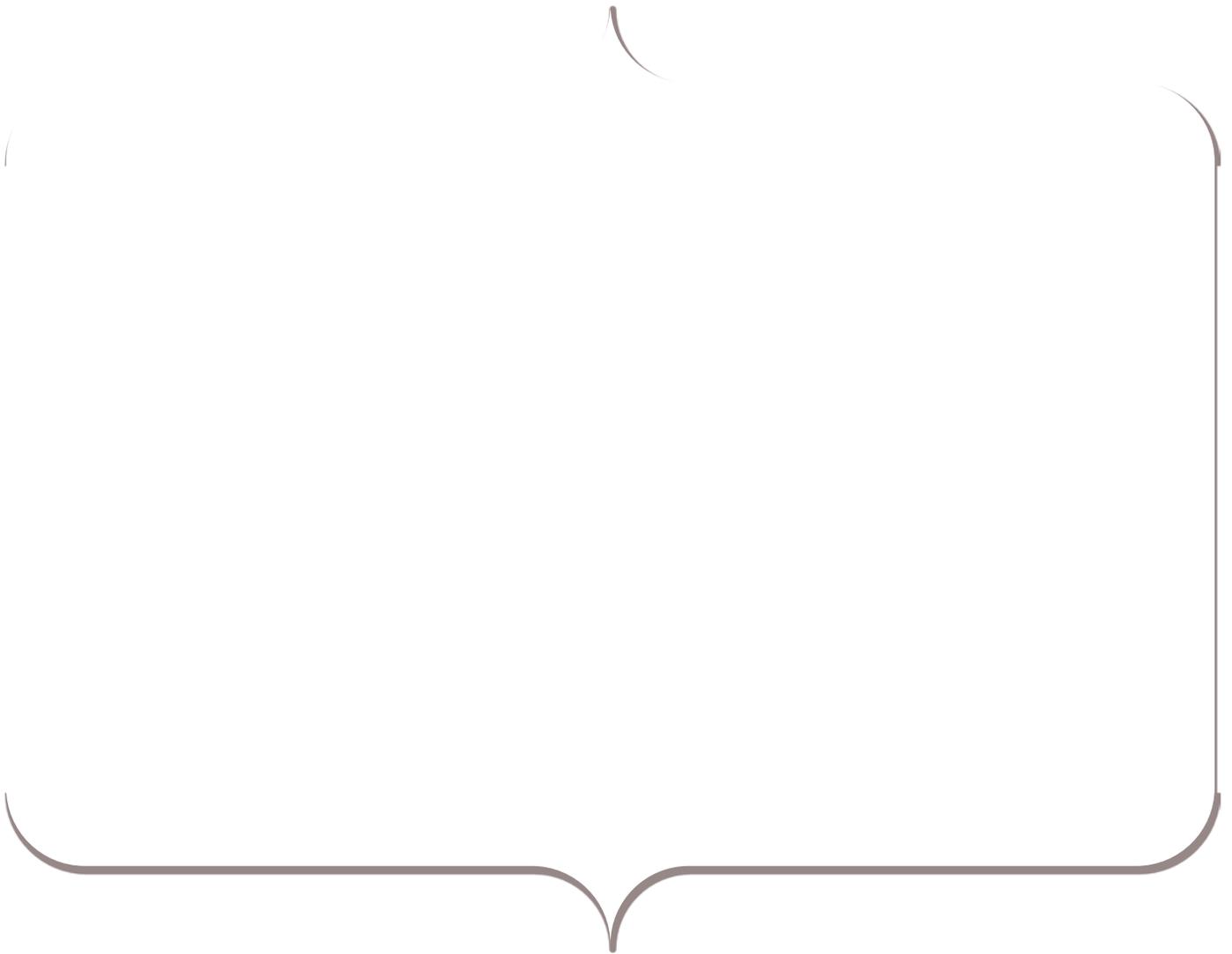
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Introduction

The purpose of the ANC Faculty Handbook is to provide easy access to important information such as key elements of the role and expectations for faculty members. It can serve as a quick reference guide for information most significant to faculty members. The Faculty Handbook is intended to be integrated with the general institutional policies and procedures contained in the most current ANC Personnel Policies and Procedures Manual (which is that as “Amended August 2007”). This Handbook does not replace the College’s policies and procedures manual. Faculty should also be familiar with the ANC Student Handbook as it defines the responsibilities of our students and the expectations and rule of conduct expressed by the College. This Handbook is a living document and must be reviewed and updated annually by the ANC faculty members.

The College

Aaniih Nakoda College is chartered by the Fort Belknap Community Council. As it is chartered by a tribal nation, maintains a board of directors which are a majority American Indian, and serves a student body comprised of 51% or more American Indian students, it is recognized as a tribal college under Public Law 94-471. It also is a Land Grant higher education institution as stipulated under the U. S. Congressional legislation “Improving America’s Schools Act of 1994, Title V, Part C.” As a public community college, it has an open admission policy and strives to serve the students on the Fort Belknap Indian Reservation and surrounding communities.

Mission Statement

The mission of Aaniih Nakoda College is to provide quality post-secondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college will help individuals improve their lives by offering them an opportunity to maintain the cultural integrity of the Gros Ventre and Assiniboine Tribes as well as succeed in American technological society.

Philosophy

The educational philosophy of the Board of Directors, administration, staff, and students of Aaniih Nakoda College reflects the abiding relevance of Gros Ventre and Assiniboine cultures. The College strives to promote equality among all people and diversity within the College campus and tribal community. The College strives to acquire and maintain active and on-going leadership in all aspects of reservation life using qualified staff that is sensitive to student and community needs. This is reflected by adhering to lifelong, intergenerational learning by promoting family involvement and the will to meet each person’s and community needs by respecting the spirituality of the Gros Ventre and Assiniboine.

Board of Directors

The Board of Directors is made up of four members who represent the Aaniih and Nakoda Nations, a community member who resides within a 50 mile radius of the Fort Belknap Indian Reservation as well as one student representative. They serve 1, 2, or 3 year terms and are confirmed by the Fort Belknap Community Council. They serve as the policy making body for the College. All communication to the Board by the faculty, staff, administration, and students of the College should be directed to the President.

Academic Year

The College operates throughout the calendar year. The academic year is made up of fall and spring semesters with orientation held in August and classes beginning late August or early September. Each semester is made up of fifteen (15) weeks. A summer session will be offered depending upon the demand for classes and available resources. The academic year calendar is approved by the Board of Directors two years in advance and published in the college catalog.

The Administrative Structure

The administrative structure of the College is led by the college president who is assisted by a core of administrators which represent all aspects of the College.

Administration

The President heads up the college and provides specific leadership to the administration division. As the Chief Executive Officer of the College, she is responsible for the daily oversight of the fiscal and operational functions of the College. She also is responsible for meeting the goals of the Strategic Plan and ensuring that the College meets all accreditation criteria of the Northwest Commission on Colleges and Universities. She hosts bi-weekly executive meetings and a monthly campus-wide meeting which is generally the first Friday of every month. The executive team provides a breadth of perspectives necessary for effective leadership.

Executive Team Members

- President
- Dean of Student Affairs
- Dean of Academic Affairs
- Office of Sponsored Programs Director
- Comptroller
- Manager of Information Systems
- Registrar/Admissions Officer
- Assistant to the President

Although they report to the President, the Public Relations Specialist, Facilities Manager, and the KGVA Radio Manager do not serve on the Executive Team.

Information Technology (IT)

The Information Technology area is responsible for the technological infrastructure throughout campus including all hardware and software needs.

Student Affairs

Student Affairs is responsible for the well-being and support of our students. Services provided include: admissions, registration, student orientation, placement testing, learning center, tutoring, career counseling, student senate, and student activities.

Academic Affairs

Academic Affairs is responsible for assuring a high quality, meaningful, academic program of study leading to certificates or associate degrees. This area is comprised of all faculty members (full-time and adjunct), department heads, and programs related to instruction e.g., the Aaniiih Nakoda Environmental Excellence Center, TCUP, Extension, INBRE and other grant funded projects. The Library makes up a very important component of the area. It also includes the White Clay Immersion School.

The Faculty

The faculty members make up the heart of the College. They embody the curriculum and knowledge that the College is responsible for conveying to the students. The faculty has a significant role in the governance of the College in the areas of general academic policies, faculty rules and procedures, requirements for graduation, honors and scholastic performance. The majority of the decisions and recommendations are made through the Curriculum Committee which is made up of all members of the faculty. These decisions and recommendations are then forwarded to the Dean of Academic Affairs and then on to administration.

Definition of Faculty

Faculty positions are generally full-time position with nine (9) month contracts. Personnel who spend a majority of their time devoted to instruction, curriculum development, and advising in support of these roles are classified as faculty. Faculty generally do not earn over-time compensation, as hours are variable with core hours established to provide students, the community, professional colleagues, and other personnel access to the individuals. Instructors receive all fringe benefits. Master's degrees are desired for all full-time positions. Faculty members report to the Dean of Academic Affairs.

Full Time Faculty Job Descriptions

The primary job of instructors* is to teach. They facilitate meaningful learning of the course competencies as stated in the curriculum and actively support all aspects of the learning environment. It is expected that faculty members provide instruction through a learning-centered philosophy that will enable graduates to meet the job market needs of their respective disciplines. Instructors must integrate the cultural world view of the Aaniiih and Nakoda Nations and encourage the appreciation of learning that values different cultural perspectives. The College also encourages the incorporation of values such as mutual responsibility and respect, life-long learning, and high personal and professional ethical standards.

Generally the instructor's duties include teaching approximately 12-15 credits per semester; serving on campus committees; serving as academic advisor to students; performing academic assessment activities; reviewing and revising curriculum as necessary. More specifically, instructors will:

- Provide competency-based education which aligns with the ANC model of curricula as well as supports the ANC style of delivery.

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- Design and deliver class instruction through the development of instructional plans to meet course competencies, the development of activities which support lesson objectives, and deliver the instruction as approved.
- Enable the achievement of pre-determined exit competencies for student achievement and evaluation of learning by providing instruction which fosters competencies and establish student performance criteria and evaluation.
- Deliver learning centered instruction by establishing a classroom environment conducive to learning and student involvement as well as effective planning and preparing for classes and student success.
- Promote student success by showing flexibility in style and work schedule and exhibiting a passion for teaching and students.
- Actively seek to incorporate the cultural worldviews of the Aaniiih and Nakoda people.
- Manage the learning environment through accurate recordkeeping, submission of grades and other reports on time, and enforcing College academic and attendance policies.
- Contribute to a learning culture by participating on curriculum and other committees, academic advising, supporting campus events such as orientation, graduation, and participating in various other workshops and meetings.
- Relate professional, life, and industry/business experience to learning by the continuation of professional and technical skills development and the introduction of these perspectives into courses and the awareness of professional/technical trends and opportunities.**
- Faculty credit load averages 12-15 credits per semester with a maximum credit load of 18 credits. The type of courses taught must be factored into this average as lab courses require more time intensive student contact than a lecture course, e.g., labs for science classes will count as an additional credit in computing the teaching load.
- There is no compensation for classes offered in the evening as all classes regardless of the time offered are included in the credit load.

*There is no rank other than instructor.

** Adapted from *The New England Institute of Art Faculty Handbook 2009-2010*.

Part-Time Faculty (a.k.a. Adjunct)

The primary job of instructors is to teach. They facilitate meaningful learning of the course competencies as stated in the curriculum and actively support all aspects of the learning environment. It is expected that faculty members provides instruction through a learning-centered philosophy that will enable graduates to meet the job market needs of their respective disciplines. Instructors must integrate the cultural world view of the Aaniiih and Nakoda Nations and encourage the appreciation of learning that values different cultural perspectives. The College also encourages the incorporation of values such as mutual responsibility and respect, life-long learning, and high personal and professional ethical standards.

Faculty members who teach less than 12 semester credit hours are considered part-time a.k.a. adjunct. While adjunct instructors are not provided an office, it is important to be accessible to students by either coming early to class or staying after class to meet with students. Access can also be secured through telephone contact and e-mail.

Qualifications of Faculty

Instructors teaching credit courses in General Education must hold a minimum of a master's degree with a major in a teaching discipline or have completed at least 18 graduate semester hours in the teaching discipline. All instructors teaching credited courses in programs of study leading to an associate degree must possess appropriate academic preparation or academic preparation plus work/cultural experience as required by our accrediting association. Instructors shall have the following qualifications:

Degree

A master's degree is required with exceptions made for extenuating circumstances. The degree is to be in the discipline of subjects taught. A doctorate in the academic discipline is preferred.

Experience

It is preferred that instructors have experience in teaching or formalized education process in a post-secondary institution.

Skills

Instructors must have:

- Excellent verbal and written communication skills including the ability to build successful relationships with students.
- Outstanding conflict resolution skills.
- Demonstrated time management and detail-oriented skills.
- Computer based skills (i.e., software, analytical and report writing skills)

Abilities

Instructors must be able to:

- Work effectively under pressure and meet frequently occurring deadlines.
- Develop a professional rapport with diverse campus constituents.
- Develop and complete projects without continued direct supervision.
- Learn from students' participation, demonstrate fair and consistent behavior in all matters and show compassion without being ineffectual.*

*Adapted from *The New England Institute of Art Faculty Handbook 2009-2010*.

Academic Freedom Policy

Aaniiih Nakoda College promotes the conditions whereby both the student and the instructor possess the freedom to search for the truth and its free expression. The College has adopted the following principles expressed by the American Association of University Professors:

- a.** The faculty member is entitled to freedom in the classroom in discussing the subject, but he/she should be careful not to introduce into his/her teaching controversial subject matter which has no relation to his/her subject.
- b.** The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline. Nevertheless, his/her special position in the community imposes special obligations. As a person of learning and as an educational officer, he/she should remember that the public may judge the profession and the institution by his/her utterances. Therefore, he/she shall at all times be accurate, shall exercise appropriate restraint, shall show respect for the opinions of others, and shall make an affirmative effort to indicate that he/she is not an institutional spokesman.

Faculty Contracts

In general, faculty members are provided with contracts for employment on a nine month (i.e., academic year) basis. The contracts include the general terms of employment. Continued employment is based on numerous factors including the ability to meet stated performance criteria, student enrollment, and available College resources.

Compensation

Instructor compensation is negotiated upon initial employment and follows a salary scale approved by the Board of Directors. Typically, instructors do not earn over-time compensation as hours are variable with core hours established to provide students, the community, professional colleagues and other personnel access to the individuals. Instructors receive all fringe benefits. Regular continuing faculty will remain on the College's health insurance plan during the summer months. (Refer to the ANC Policies and Procedures Manual Amended August 2009 – 220.00, 220.03, 220.05, and 221.00).

Payroll records are prepared on a bi-weekly basis for faculty and staff with paychecks issued every two weeks. All time sheets shall require signatures of both the employee and supervisor prior to processing. This can be by paper check or direct deposit into your bank account. Paychecks may be withheld pending return of instructional materials, keys, files, or other critical documents.

Please refer to the ANC Policy and Procedures Manual for a current faculty pay scale approved by the Board of Directors.

Release Time

Ideally, faculty members will get release time for work assigned over and above a full-time teaching load. This is negotiated on an individual basis.

Outside Employment

Outside employment is permitted providing such employment does not result in any of the following:

1. Impaired on-the-job efficiency;
2. Conflict of interest; or,
3. Unfavorable publicity or poor public relations to the College or the Fort Belknap Indian Community.

Full-time employees must request approval by the President for any outside employment which would require them to work an excess of a 40-hour week. (ANC Personnel Policies and Procedures Manual Amended August 2007-142.00.)

Jury Duty

When a faculty member is obligated to jury duty he/she should complete a "Civic Responsibilities Leave" form to insure that the Dean of Academic Affairs and the President are aware of his or her obligations.

Resignations

There are times when an instructor decides to move to another job. Considering the enormous impact instructors have on the curriculum, the College asks to be notified as soon as such a decision is made. The letter of resignation should be submitted to the Dean of Academic Affairs.

Faculty Responsibilities

Teaching is the primary responsibility of the faculty. The College also recognizes the role of service to the College and the community. Instructors are encouraged to conduct research whenever appropriate. All College employees must abide by the Institutional Review Board (IRB) requirements and secure IRB approval prior to conducting research including research conducted by students.

Function of the Faculty

It is the function of the instructors to create and implement specific measures to advance the educational goals of the College. Specifically, instructors are charged with:

- Teaching assigned courses according to the curriculum outline and catalog description.
- Committing time and energy to advise students including those who are having a difficult time.
- Maintaining a classroom environment conducive to learning and encourage students to fully engage in the learning process.
- Actively supporting the cultural perspectives of the Aaniiih and Nakoda people.
- Performing necessary administrative responsibilities.
- Communicating with the administration about the College and Division.
- Assisting with the Division and College in planning for the future.
- Remaining current in their respective fields of study.
- Demonstrating commonly accepted standards of professionalism and ethical behavior.
- Representing the College to the community and support College activities within the community.
- Participating in interviewing and selection committees for new faculty and staff members.

Full-Time Faculty Work Week

Instructors are not hourly employees. The breakdown of a typical instructor's work week includes class preparation, contact teaching hours, professional development, participation in committees and subsequent work, student advising, participation in campus events, support of community events.

Office Hours

Full-time instructors must post a minimum of eight hours of in-office time each week of instruction. These hours must be included in their weekly schedules that are posted on or near office doors and listed on course syllabi. These hours are set aside for students to know that instructors are available to meet with them for advising, instructional clarification or reinforcement, career guidance, and other College related discussions and support.

Part-time instructors are not provided offices on campus and need to make themselves available to students. Part-time instructors, therefore, are encouraged to be available to students prior to and after class. Telephone numbers also need to be included on the course syllabi to allow students access.

Faculty Attire

The instructors of Aaniiih Nakoda College are expected to model professionalism at all levels including appropriate business attire. Instructors will wear business or business casual at all times. For men, “business casual” is considered to be long-or short-sleeved shirts or a polo style shirt with a collar, or shirt with a sports jacket.

For women, “business casual” is considered to be a blouse with a collar, dress, or suit. Shorts, cut-offs and t-shirts are *not* appropriate. Shoes should also reflect a business atmosphere.

Faculty Committees

It is intended that all instructors have a voice in and share the responsibility for the development of the college into a sound academic institution. Faculty should, where possible, serve in an active capacity on one or more of the following committees:

- **Curriculum** Committee (all instructors)
- **Assessment** Committee
- **General** Education Committees
- **Institutional** Review Board (IRB)
- **Library** Services Committee
- **Accreditation** Committee
- **Search** Committees (As needed)
- **Scholarship** Committee
- **Financial** Aid Committee
- **Continuing** Education Oversight Committee
- **Student** Services Committee
- **Planning**-Assessment Committee
- **Oversight** Budget Committee
- **Other** or Ad Hoc Committees
- **Teacher** Education Committee
- **ANEEC** Management Committee

Graduation

Instructors are required to attend the commencement ceremony in full academic regalia. This ceremony is scheduled once each year in May. Contact the Registrar by March 1st to order the necessary caps, gowns, and/or hoods for this event.

The ceremony is designed to include as many of the community members as possible. The entire campus community contributes to a feast to honor the graduates and their families. Volunteers are invited to assist with the coordination and planning of this event. A list of food items to be prepared and delivered to the event is assigned to each faculty member, staff member, and administrator. Your participation in this “giving back” to the community in this celebratory event is part of the culture of Aaniiih Nakoda College.

Faculty Advising

Academic Advising

Academic advisors play a significant role in student retention and success. Advising responsibilities include helping the student clarify values and goals and assisting students to understand the nature and purpose of higher education. Many of our students are underprepared and undecided. Students need to make a connection to the college and they do this through their academic advisors. This connection happens when advisors develop a trusting relationship with the students and provide accurate information about educational options, requirements, policies and procedures. Helping the student plan an education program consistent with the student's interests and abilities creates an atmosphere of commitment.

The Registrar assigns newly admitted students to advisors based upon the students' stated degree interests. If the student is undecided, he or she is assigned to the Liberal Arts advisor. Ideally, students will have the same advisor throughout their programs of study. Advisors would change if the program of study changes.

It is the advisor's responsibility to assist students:

- In insuring students have the necessary prerequisites to take selected classes e.g., minimum COMPASS score or prerequisite course;
- With their awareness of the various programs of study offered;
- Select the appropriate classes according to a plan of study;
- In tracking their progress toward graduation and monitoring advisees to help them make satisfactory progress; and,
- In the completion of their application for graduation.

Advising During Orientation Week

During orientation week at the beginning of the academic year, new students require the attention of their advisors if they have not pre-registered for classes. This creates a large demand on the advisors during a short period of time. Advisors will have access to LUCY for on-line academic transcripts if available and information about the enrollment status of classes.

Faculty Assessment & Development

The Aaniiih and Nakoda cultures tell us that every person is a gift and each one of us brings strengths to the whole community. This is especially true at the College as very specific strengths are sought for the benefit of our students. Aaniiih Nakoda College believes in life-long learning and the continued development of strengths of each faculty member. Faculty assessment and development follows this perspective.

Annual Faculty Performance Evaluation

Full-time and adjunct instructors shall be evaluated by the Dean of Academic Affairs. This annual evaluation process must be completed prior to the end of the academic year. It is a six stage evaluation process which begins with each instructor developing his/her goals for the year and ending with a private conference between each individual faculty member and the Dean of Academic Affairs. These stages are detailed as follows:

Individual Goals, Objectives, and Activities

Instructors will work with the Dean of Academic Affairs to develop an individual professional plan for the academic year at the beginning of fall semester. This plan provides the means to assess, evaluate, and plan learning and professional development for each individual instructor. Ideally, this plan connects the instructor's academic credentials and experience with areas for enhancement and development to further those credentials and experience. Appendix A has the template for this plan.

Peer Observation and Review

Instructors are observed in the classroom by their peers. The Dean of Academic Affairs assigns instructors to review their peers with an effort to insure that peers have an opportunity to review a different instructor each year and that veteran instructors observe new instructors and vice versa. A meeting between the two instructors is held after the observation to discuss the instruction and student interaction. See Appendix A for the template for the peer review. The last page of the review form is for the instructor's use only and does not get submitted to the Dean of Academic Affairs. Once the observation has been discussed the completed form minus the last page is submitted to the Dean of Academic Affairs for review and placement in the instructor's file. This peer observation will be included in the overall review process.

Academic Dean Class Observation

The Dean of Academic Affairs observes every instructor once per year using the same review form as the peer reviewer. If a student or students raise concerns about a class then additional observations may take place. An instructor may also request additional observations if he or she wants additional critique, suggestions, or insights. The instructor will receive a copy of the completed evaluation which can be discussed with the Dean of Academic Affairs and a copy will be placed in the instructor's file and included in the overall review process.

Self-Evaluation

Each instructor should create and maintain his or her own self-evaluation file. The contents of the file should encapsulate the teaching and service successes and contributions of the instructor over the past year. It should also include supportive evidence and documentation of the level of achievement of the goals and objectives as identified at the beginning of the academic year. Supportive evidence could include items such as examples of students' work, unsolicited letters of commendation or appreciation for teaching or service, professional development examples, advanced degrees or specialization certification, published articles and so forth.

Student Class Evaluations

Students will be asked to complete a class evaluation two weeks after mid-term week through the end of the semester depending on the instructor's determination. This evaluation form was reviewed and modified in Academic Year 2009-2010 by an ad hoc committee of faculty members. This is an electronic file that students complete on line. The instructor will take students to a computer lab and have students go to LUCY --> Class Evaluations. Once at the site, students will enter the Department ID e.g., M for math or GS for General Studies, etc.; the Course ID e.g., 121 for College Algebra or 115 for Freshman Seminar; and then the Section ID e.g., 1 (if the class has more than one section, students will have to indicate which section). This information will be tabulated within the LUCY program and provided to the Academic Dean.

If a paper copy is needed for the class evaluation, the instructor must request copies of the evaluation for his or her students to complete. A volunteer will be sought out from the class to collect the completed evaluations and submit them to the Dean of Academic Affairs office immediately after class.

These evaluation results will be compiled and shared with the instructor in the overall performance review process. If there is cause for concern indicated by the class evaluation results, this will be discussed with the instructor as soon as possible by the Dean of Academic Affairs.

Performance Evaluation Session

The faculty performance evaluation session is a private meeting between the instructor and the Dean of Academic Affairs prior to the end of spring semester. It is designed to synthesize information from all sources identified in this review process. The guiding document is the individual professional plan that specifies the goals, objectives, and activities proposed for the academic year. Ideally, this will provide an annual update of the instructor's accomplishments, challenges, and identify areas for further development. This final session is summarized in a performance evaluation document that specifies if the instructor has exceeded expectations, met expectations, or failed to meet expectations. It becomes part of the instructor's permanent personnel file in the Human Resources Office and in the Dean of Academic Affairs office.

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If the instructor does not agree with the final performance review, he or she is asked to sign the review as having read the document. He or she can then submit a rebuttal to the review which will also be added to the instructor's personnel file.

Faculty Tuition Assistance

Tuition assistance may be available for ANC classes taken by instructors. Please contact the Dean of Academic Affairs to determine if resources are available.

Leave

Sabbatical leave is a temporary allowance of time granted to instructors to encourage scholarly growth and professional development. The College recognizes the need for sabbatical leave and promotes it when resources are available to support it. Grant funding has been secured in the past for such opportunities and instructors must abide by the terms of such grant projects. Interest in a sabbatical leave should be addressed to the Dean of Academic Affairs who should be able to provide information about existing opportunities.

Faculty members do not earn sick leave, personal leave, or annual leave.

Faculty Research Policy

The research policy at Aaniiih Nakoda College is predicated on the Mission Statement of the College. The emphasis of research is first and foremost to be driven by the relevance that it has for the Fort Belknap Indian Community. Paramount to this is the inclusion and training of the Aaniiih Nakoda students in any faculty research project. *A research project proposal that involves a Aaniiih Nakoda College faculty member must be submitted to the College's Institutional Review Board (IRB) for vetting to ensure that the proper protections are in place for the community.* The appropriate forms are found on the home page of the College website. Annual review of approved research is also a requirement of the project.

Assessment

The primary responsibility for the curriculum is the College faculty. The College is continuously seeking means to strengthen the curriculum and insure its currency in the respective disciplines. A successful curriculum is dependent upon our ability to assess each of the academic program and outcomes, both educational and tangible, associated with it.

Each academic program i.e., major, has exit or outcome competencies that all students should be able to demonstrate upon the successful completion of the program. These learning outcomes form the basis for ongoing assessment of students individually but also for the program review as a whole.

Outcomes

Program outcomes are statements, as precise as possible, which describe ***what knowledge and skills students must achieve*** by the time they graduate from the program. Program outcomes are then translated into course competencies which must be included on all course syllabi, so that students understand what knowledge and skills a particular course is designed to address. These course competencies then form the basis of any assessment given in the course and are linked to the grading criteria. Some methods to assess competencies include:

- Rubrics
- Quizzes and Tests
- Assignments that embed specific competencies in their structures
- Capstone Courses
- Capstone Portfolios

Instructors should consider maintaining copies of individual students' assignments as artifacts for the assessment of competencies which allows for the evaluation of students over time at the individual level and at the cohort level. These artifacts can also support and illustrate the conclusions drawn in the program review process.

Academic Program Review

At the end of each academic year, there will be a one to two day faculty meeting to review two or three academic programs. The primary instructors/department heads are responsible for the presentation of the program history, current status, challenges, and recommendations of the program. Refer to Appendix C for the program review process.

Course or Program Development or Deletion

New courses may be proposed by instructors at any time. A proposed syllabus and justification for the proposed course needs to be submitted to the Dean of Academic Affairs. If resources are available, the course proposal needs to be approved by the Curriculum Committee. If the instructor wants to determine interest or would like to pilot the course, most academic programs have a 199 or 299 course number that is designed for this situation.

New programs may also be proposed. Program proposals will be reviewed with regard to the mission of the College and the resources of the institution. Any new programs proposed must be review and recommended by the Curriculum Committee which then moves forward to the Dean of Academics and then to the President. The Board of Directors is responsible for authorizing the establishment of any new programs. It is anticipated that the academic program review process will indicate if additional programs are recommended or if a current program should be eliminated. Refer to Appendix B for the program addition or deletion form.

Classroom Policies and Procedures

Course Syllabi

A detailed syllabus and outline (see Appendix D) must be developed detailing how the course will proceed during a semester. It is the responsibility of the instructor to determine the class requirements, standards of satisfactory completion of the class, and method of evaluation. It is recommended that the instructor clearly inform the student of the class content, requirements, and evaluation at the beginning of the semester. A course outline should be in the hands of the student, with a copy to the Dean of Academic Affairs, at the first class meeting. In no case should the instructor distribute an outline later than the second week of instruction. Changes in the syllabus after the second week of instruction need to be discussed with the Academic Dean for approval. A file of course outlines from previous semesters are available in the Dean of Academic Affairs office.

Course Competencies

A course competency is a statement *that describes what students should know and be able to do at the end of the course.*

Class Schedules

The class schedule is guided by the classes required each semester as specified in the catalog's course descriptions. The schedule is developed by the Dean of Academic Affairs and instructors are asked for input prior to the completion of the class schedule. This schedule takes into account the needs of the academic program, targeted students, and the need to increase access to those students who cannot attend classes full time. Any changes in the course schedules, such as the time and place of the class meeting, must be approved by the Dean of Academic Affairs and the Registrar must be kept informed.

Instruction Time

All classes are expected to meet on time for the full scheduled period and to end on time. Each contact hour is 50 minutes long, so for a three (3) credit class that meets twice each week e.g., Mondays and Wednesday, the class would meet for 75 minutes. There is a ten (10) minute break between classes to allow students to get to the next class on time. During the semester, classes are not to be dismissed early. Lab classes are scheduled for a longer period to allow time for set-up and clean-up.

Cancellation of Classes

The Dean of Academic Affairs reserves the right to cancel any course for which there is not sufficient student enrollment.

Faculty Absence from Class

There may be a time when an instructor must be absent from class, e.g., professional conference, illness. If known in advance, this must be discussed with the Dean of Academic Affairs so that appropriate measures can be arranged. In unexpected emergency situations, contact the Dean of Academic Affairs as soon as possible so that other arrangements can be made such as substitute instructor or supervised assignment.

Faculty Late Arrival

Instructors are expected to model timely behavior and punctuality is critical to efficient operation of the College. Instructors are expected to be in the class ready to begin at the appointed class time. In an emergency situation, instructors are to call the Dean of Academic Affairs so students can be notified in a timely manner.

Inclement Weather

During the winter months, the Fort Belknap community can experience inclement weather that impacts the opening of the College. In these situations, the President will determine whether the College will be open but delayed or closed for the day. This decision will be announced on the College radio station, KGVA, by 7:00 a.m. of the day in question.

Student Attendance Policy

Attendance is an important factor in the students' success at the College. Upon registering for classes, a student is, in effect, signing a contract in which he or she is assuming responsibility for attendance and completing the class assignments. Attendance is maintained in all classes for financial aid purposes as students must maintain a 60% attendance rate in order to receive a PELL grant. Failure to maintain this rate may affect the amount of PELL grant funds a student receives and may result in a payback of money. Some instructors may require attendance as part of the course requirements.

Accurate daily records of class attendance must be kept by the instructor so they can be reported to the funding agencies. Attendance reports must be entered into the LUCY system on a daily basis. A delay in entering this data will lock you out of the system and it will require extra measures for this information to be added to the database. Whether attendance is used in determining actual grades is up to each individual faculty member.

Recording Mid-Term and Final Grades

The academic calendar includes the week designated for mid-term examinations and that for final examinations. Grades must be posted as soon as possible on LUCY. Several student support projects depend on these grades to reward students or to intervene with additional assistance depending upon the situation.

Mid-Semester Reports - At the designated week of the semester, all students who have "D" or "F" grade(s) should be notified and reported to the Registrar using the "Mid-Term Academic Progress Report" via LUCY. The Registrar shall notify the student by mail regarding his/her academic status. Arrangements should be made to remedy any problems. It is recommended that the instructor schedule a conference with the student to advise him/her of his/her status.

Final Grade Reports - An instructor must submit a final grade for each student listed on the class roster. Final grade reports are due in the Registrar's office as per academic calendar.

Incompletes

A student may apply for an incomplete "I" grade for a class with the instructor, if:

- 75% of the course requirements have been met within the last two weeks of the end of the semester; and,
- The work is satisfactory, but some essential requirement of the course has not been completed due to an extreme emergency.

The incomplete "I" grade request form is available in the Dean of Academic Affairs Office and at the Registrar's Office. The student must complete the form and obtain signatures from the instructor, Dean of Academic Affairs, and Registrar. To receive Financial Aid the student must complete the course requirements within two weeks into the next consecutive semester. Upon completion of the course work, the instructor will submit a "Change of Grade" form to the Registrar's Office. The student who has not completed the coursework within the allowable time frame will receive a failing grade. A student must complete the course requirements within two (2) weeks after the end of the semester.

An "I" grade make-up is reported to the Registrar on a Grade Change form and will be included on the next semester grade slip. No fee is charged. The student's advisor is notified of the make-up of an "I" grade. Grades of "I" or "F" are not removed from the student's permanent record. (See Request for Incomplete Grade form, Appendix F).

Student Withdrawal from a Course

A student may withdraw from college anytime during the first week of the semester with no record of registration. A student is permitted to withdraw from a course up until the end of the seventh (7th) week of the current semester. A grade of "W" will be assigned according to the student's academic status in a particular course or courses. ***Withdrawal from class(es) is a formal process and the necessary paperwork must be completed and received by the Registrar before the deadline.*** The student should see the Registrar for additional information concerning withdrawing, tuition refund, and the effects of the withdrawal on financial aid.

Guest Lecturers & Resource Personnel

Guest lecturers and resource personnel may be engaged for classroom presentations only with the prior approval of the Dean of Academic Affairs. The lecturer must have expertise in the subject and meet the standards established by the College. Local resource personnel may be used in all courses and in curriculum development. Approval for local resource personnel is also the responsibility of the Dean of Academic Affairs. (ANC Personnel Policies and Procedures Manual Amended August 2007-124.00)

Library

The library is an essential resource for students and instructors. The mission of the ANC library is to support current and anticipated programs as well as serving the Fort Belknap community. This responsibility includes the acquisition, organization, maintenance, and availability of library resources to this end. The library staff is happy to assist instructors and students in locating materials. Every semester the Library Director provides instruction in the use of the library to individual students and classes. Instructors need to contact the Director in advance.

Use of Classrooms

Requests to use classrooms for any purpose other than that stipulated on the class schedule need to be directed to the Registrar. The Registrar maintains the master list of classrooms and scheduled workshop activities.

Any maintenance issues e.g., room condition, furnishings, technology should be reported to the individual responsible for the building of concern.

Academic Policies

Grading Policy

The general quality of a student's work is expressed in terms of a grade point average, which is obtained by dividing the number of grade points earned by the number of credits attempted. Credits attempted include all credits for which the student has received a grade A, B, C, D, or F. For convenience in computing scholastic averages, each letter grade is assigned a specific number of grade points for each credit.

Grade	Interpretation	Grade Point
A	High Degree of Excellence	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
I	Incomplete	0
W	Withdrawal	0
N	Audit (listener)	0

The student must meet the requirements for the courses to receive grade and credit. However, a grade of "D" does not meet graduation requirements and the student should note that he/she must repeat a required class if he/she receive a "D" grade. The course will not be recorded on the student's official transcript, unless one of the above grades is received. Instructors shall make the final determination on all grades.

Audit - With the consent of the instructor, a student may enroll in a course on a non-credit basis, but must pay the same fees as a student enrolled for credit.

Class Record Keeping

It is the responsibility of the instructor to keep class records of all courses taught.

Class Roster - The instructor shall maintain a roster of students. Any discrepancies in the class roster shall be reported to the Registrar immediately. If a student's name appears on the class roster (computer printout) and he/she is not attending, the instructor shall notify the Registrar so the student can be withdrawn from enrollment in the course. If a student is attending the class and his/her name does not appear on the class roster, the Registrar should be advised so that the registration forms can be completed.

Policy on Grade Change Requests

Semester grade changes must be submitted to the Registrar's Office on a "Change of Grade" form. Except for incomplete ("I") grades, a change of grade will not be accepted after 30 days from the final day of the semester for which the grade was issued. A grade change will affect the student's semester and cumulative grade point average (GPA), in which case the student may need to see the Financial Aid Officer.

Course Waivers

Requests for course substitutions and/or waiver are subject to the approval of the Dean of Academic Affairs. Approved requests must be submitted to the Registrar's Office within the first year of attendance or at a minimum, one semester prior to the expected graduation date.

Cell Phone Use

Instructors have some discretion regarding the use of cell phones. Basically, keep in mind that the Student Conduct Code found in the ANC Student Handbook states, "Disruption or obstruction during teaching, research, disciplinary proceedings or other ANC activities" is considered to be student misconduct subject to disciplinary action. Cell phones and other electronic devices are considered to cause such a disruption and/or obstruction during teaching and will not be tolerated.

Academic Honor and Student Integrity

Aaniiih Nakoda College is dedicated to the excellence of the individual. The idea is that every student at all times recognizes the obligations as members of the College community and fulfills them completely. Enrollment is a voluntary entry into a college community for the purpose of training and study. With enrollment, the student accepts both the rights and responsibilities afforded to ANC students. As members of the College community, a student has the responsibility to study and learn, and to conduct himself or herself with integrity in relation to the College's mission, goals, policies, and procedures. A student registered for classes has the responsibility of attending all scheduled class periods.

When students register they expect ANC to educate them and treat them fairly. In return, ANC expects students to do their best and be honest. By signing their names on the registration form, students promise to stand for the principle of Academic Honor.

A student who violates academic integrity may:

- First offense – fail the assignment;
- Second offense – fail the course;
- Third offense – expulsion.

Please refer to the College catalog for additional information.

Administrative Procedures

Communication

Instructors' mailboxes are located in the copy/work room of the Little River Learning Lodge. Instructors are encouraged to check their mailboxes regularly. Much of the internal communication is by electronic mail. Every instructor is provided with a College e-mail account and this should be checked on a daily basis. All instructors have access to a telephone with voice mail which also needs to be checked on a regular basis.

There are additional documents available for reference (e.g., monthly reports, Curriculum Committee minutes) on the College's Intranet. This can be accessed at <http://10.16.87.93>.

E-Mail & Internet Use

The computers, electronic mail, and Internet access systems you use at the College are intended for business purposes only. Under no circumstances is any College property to be used to solicit, harass, or otherwise offend. The College reserves the right to monitor or review any information stored or transmitted on its equipment. Furthermore, these systems should not be considered completely secure so discretion is advised when sending and storing highly sensitive or confidential information. All messages are College records.

Faculty Identification Badges

The President's Executive Assistant will order faculty identification badges as needed. Everyone is encouraged to wear these badges during the business day and when representing the College as deemed appropriate.

Faculty Business Cards

The President's Executive Assistant will order faculty business cards as needed. Please advise the Dean of Academic Affairs when additional business cards need to be ordered.

Textbooks, Materials, and Teaching Supplies

It is the responsibility of the instructor to select and order textbooks and supplies for his/her classes. This is to be completed at least one month before the start of the semester. After the textbook has been selected, the instructor should submit a "Textbook and Supply Order Form" on LUCY. Textbooks and supplies shall be sold to the student through the Bookstore. If a copy cannot be obtained from the publisher, the instructor may sign out a copy from the bookstore. The book must be returned to the bookstore at the end of the semester. Supplies for art classes are also sold to the students through the Bookstore. If a scheduled class does not have an instructor assigned, this responsibility shall fall to the Dean of Academic Affairs.

Copying

The campus copy machines are available to the faculty in each campus building. The faculty members are responsible for following the copyright laws. Sensitive items (e.g., exams, quizzes, student essays) should be placed into the hands of the appropriate individual. Normally items will be copied both sides and head-to-head. Students are not allowed to use the copy machines. Instructors have the discretion whether to copy a document for a student but students are not to be using the office copiers.

Copy Right Law

Instructors have a moral obligation to practice integrity and trustworthiness. We expect students to refrain from cheating on tests and from taking others' belongings; instructors should honor the law when it comes to fair use and copyright. Thus, instructors not only should protect themselves from legal liability but should also model honesty and truthfulness by knowing when and what may be copied for educational use. (Modified from: [http://home.earthlink.net/~cnew/research.htm#Purpose of use](http://home.earthlink.net/~cnew/research.htm#Purpose%20of%20use)).

End of Semester Procedures

The instructor shall turn in documentation for each class to the Registrar: **a. Final** grade report, **b. Grade** sheets, **and c. Attendance** records (i.e., LUCY records must be up-to-date).

Student File Location

Student files that need to be accessed by instructors are located on LUCY, a customized student records program. These files will consist of the student's academic record and attendance. LUCY can be located at <http://10.16.87.93>.

Directory Information

The following directory type information may be given to any inquirer without written authorization from the student:

- Name
- Address
- Major
- Number of Credits Currently Taking
- Diplomas or Certificates Awarded
- Honors
- Date of Completion

Students can request that this information remain confidential by informing the Registrar in writing. If in doubt, contact the Registrar before providing information about students.

Family and Educational Rights & Privacy Act (FERPA)

All official student academic records are housed in the Registrar's Office located in Nakoda Hall. The College provides these statements:

- The FERPA regulations were written specially to guarantee each student three primary rights if he or she is attending a postsecondary institution.
 - FERPA guarantees the student the right to inspect and review education records. A student has a right to know what information the College is maintaining about him or her.
 - The student can inspect and review his or her records; a student must also have the right to seek to amend those records if the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
 - FERPA guarantees a student the right to have some control over the disclosure of information from his or her education records. FERPA guarantees rights to individual students who have reached the age of 18 years old and are attending a postsecondary institution. They are considered adults with full rights of ownership over their records. If the student has not reached the age of 18 and is attending a postsecondary institution, he or she is still guaranteed rights under FERPA. (Refer to the College catalog for more detail.)

Sexual Harassment

The College affirms its commitment to create an environment which supports educational goals on the basis of ability and work performance regardless of gender. Sexual harassment of employees by co-workers, superiors and students is unacceptable. Sexual harassment is sex discrimination as defined in Title VII of the Civil Rights Act of 1964, and the Montana Human Rights Act § 49-1-102, Montana Code Annotated, and includes unwelcome sexual advances, requests for sexual favors, or other verbal and/or physical conduct of a sexual or implied nature.

Drug Free Workplace

It is the policy of the College to create a drug free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The use of controlled substances is inconsistent with the behavior expected of College employees and Board members. Illegal and inappropriate drug use subjects all employees and visitors to our facility to unacceptable risks, and undermines the employee's ability to work effectively and efficiently.

If a student appears to be under the influence of drugs or alcohol, contact the Dean of Students immediately. She will contact the Tribal Law Enforcement. The Dean of Students will write an account of the incident to be placed in the student's file. A student caught selling drugs or taking drugs on campus will be suspended indefinitely.

Work Environment Misconduct

The College has a commitment, and employees have an obligation, to make the work environment efficient and safe. Any conduct that interferes with another employee's performance or creates a hostile, intimidating, or offensive work environment will not be tolerated. Included as misconduct are derogatory statements about one's race, religion, handicap, or national origin. Sexual advances, requests for sexual favors, and other verbal and physical contact of a sexual nature are strictly prohibited.

It is a violation of policy for any College personnel to tolerate any form of harassment defined by this policy by a student, faculty, administrator, or other College personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities. This harassment policy applies not only to the workplace during normal business hours, but also to business travel and all work-related social function, even if such activities are held off-campus.

Individual, who encounters misconduct, including conduct violating the College's Equal Employment Opportunity Policy, should immediately contact their superiors and/or the administrative staff. The administrative staff shall investigate reports of misconduct. Any person(s) found to have engaged in misconduct are subject to the full range of disciplinary procedures, including but not limited to, termination, suspension and/or be barred from any campus facility.

These rights are guaranteed to all:

1. Board members;
2. Administrators;
3. Current employees;
4. Applicants for employment at the College;
5. Presently enrolled students;
6. Students applying for admission and;
7. The private sector visiting our campus.

Persons with inquiries or complaints regarding discrimination should contact:

**Office of the President
Aaniiih Nakoda College
P.O. Box 159
Harlem, MT 59526
Phone: (406) 353-2607**

**or The Equal Employment Opportunity Officer
Fort Belknap Tribal Employment Rights Office
RR1 Box 66
Harlem, MT 59526
Phone: (406) 353-4803**

For additional general information about discrimination concerns, you may contact the Montana Human Rights Commission, 616 Helena Avenue, Helena, MT 59601-3654, (406) 444-2884.

Disciplinary Action

The immediate supervisor of an employee may recommend the suspension or termination of an employee to the President. Only the President shall have the authority to suspend or terminate the employment of an employee of the College. A full-time employee who is subject to disciplinary actions shall have access to the ***Grievance Procedures*** (see ANC Personal Policies and Procedures Manual Amended August 2007 - 163.00, page 20).

Grounds for demotion, probation, suspension, or termination include, but are not limited to:

- a.** Theft or willful misuse or abuse of Aaniiih Nakoda College property;
- b.** Insubordination;
- c.** Unauthorized absence or excessive absence or tardiness;
- d.** Misappropriation of funds or willful falsification of records;
- e.** Acceptance or solicitation of bribes or favors;
- f.** Intoxication and/or consumption of alcoholic beverages while on the job or at a College activity approved by the President or Board of Directors;
- g.** Use of illegal drugs or narcotics while on the job or at a College activity approved by the President or Board of Directors;
- h.** Neglect of duty or inefficiency in performance of duty;
- i.** Serious personal misconduct in performance of job, such as physical and/or verbal assault of a student, faculty, staff, or Board member of the College. Serious misconduct is defined as any act of an employee that disrupts the normal operations of the College or which creates a significant negative reflection upon the College, or which threatens the health and safety of College employees, students or other resources of the College, or other unlawful conduct;
- j.** Failure to follow established grievance procedures of the College, including the failure to offer due process in resolving grievances as is described in College personnel policies and procedures;
- k.** Violation of any laws and/or safety regulations including the Drug Free Workplace Policy;
- l.** Falsely making or counterfeiting or forging any form of request; or
- m.** Concealing, removing, mutilating, obliterating or destroying program records or documents.

(Reference ANC Personnel Policies and Procedures Manual Amended August 2007 - 160.00 - 169.00)

Appendices

Appendix A – Faculty Performance Evaluation Forms

- Annual Goals & Objectives
- Peer Evaluation

ANC Performance/Professional Enhancement Plan

Name: _____

Position: _____

Supervisor: _____

Performance Period: _____

The Enhancement Plan should be completed jointly by the employee and the supervisor, and is to be used to address specific areas mentioned in the Performance Appraisal. Areas identified should target specific activities and dates for completion. This plan should be monitored throughout the performance appraisal period by both the supervisor and the employee to be reviewed during the next appraisal period. However, it is the employee's responsibility to take the initiative to carry out the plan outlined in this form.

Period	Goals	Objectives	Activities	Target Date
Short Term				
Short Term				
Short Term				
Long Term				
Long Term				

Supervisor's Signature and Date: _____

Employee's Signature and Date: _____

Employee's comments:

Peer Evaluation

The Aaniiih Nakoda College (ANC) Annual Faculty Peer Evaluation is one of several components of the Faculty Evaluation process. This process includes: a) an initial meeting with the Academic Dean to discuss the process and job description; b) submission of short and long term goals; c) Academic Dean classroom observation; d) peer evaluation; e) self-evaluation; and a summary review meeting with the Academic Dean. Course evaluations are also included in the evaluation process. (The peer evaluation component is under development with these forms adapted from the format and process designed by the Fort Peck Community College.) As always, the intent of evaluation is to provide feedback that will help strengthen the teaching ability of the faculty members thus strengthening Aaniiih Nakoda College.

Guidelines:

1. Listed below is the name of the individual you are to evaluate. You will need to make arrangements with this individual to attend one of his or her classes.
2. If you, the evaluator, have a class at the same time as the peer you are assigned to evaluate, then your options are to: arrange for a substitute to replace you or arrange for library/independent time for your class.
3. The time requirement for this observation is a minimum of fifty (50) minutes. If fifty minutes is not enough time to evaluate your peer effectively, then it is also your responsibility to work out additional time necessary to complete the evaluation.
4. Familiarize yourself with the Peer Evaluation form prior to evaluating.
5. Please notify your peer that he or she has the option of discussing the evaluation with you after the process has been completed. If he or she would like to discuss the evaluation then make arrangements to meet upon completion of the evaluation instrument.
6. Once completed, return the checked segment of the evaluation instrument to the Academic Dean. Each faculty member will receive a copy of his or her completed peer evaluation. The narrative portion is for the observed instructor only.

If you need additional information concerning the Peer Evaluation process, please let contact the Academic Dean.

Evaluator: _____

Person to Evaluate: _____

PEER EVALUATION FORM

Instructor: _____

Class: _____

Date of Evaluation: _____

Time of Evaluation: _____

Evaluator: _____

Activity	Not Observed	Needs Improvement	Meets Expectation
Instructional Planning			
a) Specific lesson objectives			
b) Incorporates native culture as appropriate			
Instructional Management			
a) Questioning techniques facilitate learning			
b) Students are involved/interested			
c) Uses time efficiently			
d) Presents subject matter clearly			
e) Presents subject matter sequentially			
f) Uses a variety of material			
g) Uses a variety of techniques			
h) Speaks clearly, audible and with variety			
i) Adjusts instruction to ability levels			
j) Helps students develop positive work habits			
k) Helps students develop inquiry skills			
l) Helps students develop analytical skills.			

This checklist is returned to the Academic Dean when completed.

PEER EVALUATION
NARRATIVE (FOR THE INSTRUCTOR ONLY)

Please comment on the strengths of this instructor (be specific):

- 1)
- 2)
- 3)
- 4)
- 5)

Please comment on the areas identified for improvement (be specific):

- 1)
- 2)
- 3)
- 4)
- 5)

Additional comments:

- 1)
- 2)
- 3)
- 4)

Evaluator: _____ Signature: _____

Instructor Observed: _____ Date: _____

Appendix B - Program Addition or Deletion Form

New Program Proposal Summary

Program Title:

Please submit this summary to the curriculum committee for approval.

1. How does this program enhance the mission of the college?
2. How will this program contribute to the community development of the Fort Belknap Reservation and local area?
3. What is the program's planned enrollment?
4. Resource Allocation
Total program budget? \$ _____ Faculty FTE? _____ Staff FTE?
Does this program require new resources?
How will the college fund the program?

Program Description

1. Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program, a new program; cooperative effort with another institution, business or industry; or an on-campus or off-campus program. Attach any formal agreements for this cooperative effort.
2. Summarize a needs assessment conducted to justify the proposal. Please include how the assessment plan was developed or executed and the data derived from the effort.
3. Describe the extent to which similar programs are offered in Montana.
4. Prepare an outline of the proposed curriculum showing course titles and credits. Please indicate any plans for expansion of the program during its first three years.

Faculty and Staff Requirements

1. Please indicate, by name, current faculty who will be involved with the new proposed program.
2. Please project the need for any new faculty over the first five-year program.
3. Please explain the need and cost for support personnel.

Capital Outlay, Operating Expenditures, and Physical Facilities

1. Please summarize operating expenditure needs.
2. How will the library need to be strengthened?
3. Please indicate special clinical, laboratory, and/or computer equipment that will be needed. List any of the equipment or computer hardware presently available.
4. Please describe facilities and space required for the proposed program.

Program Deletion Form

Aaniiih Nakoda College

Program Title:

Program Advisor:

Date:

If student enrollment in the program falls below #X for two successive semesters, the following report will be completed by program advisor and submitted to Curriculum Committee for review:

1. The number of graduates for the past 5 years.
2. The number of students enrolled in the program over past 5 years.
3. Graduates' transfer rates.
4. List available employment opportunities in the program field.
5. Which, if any, grants support the program?
6. What activities have been performed to strengthen the program?
7. Are there any mitigating circumstances that warrant continuance of the program?
8. Other comments.

Appendix C - Program Review Process

Program Review Report Template

Program Title: _____ Date: _____

Introduction:

Relationship of Program to College Mission:

Current Enrollment i.e., Majors: _____

Enrollment over the past 7 years:

Graduation Rates over the past 7 years: _____

Qualifications of Faculty: (Please summarize)

Program Goals and Program Outcome Results: (Attach Report)

Application (transfer or work) Results:

Facilities and Equipment:

Program Highlights, Strengths, Importance over past 7 years:

Aaniiih Nakoda College Faculty Handbook 2010-2011

Program Challenges and Issues:

Recommendations for Consideration:

Person Completing Form: _____ Title: _____

Appendix D – Course Syllabus Template

Syllabus Template

Course Title & Course # (As stated in the catalog)

Semester and Year

Course Information

Prerequisite(s):
Credit Hours:
Class Day(s) and Time(s)
Class Location

Instructor Information

Name
Office Location
Office Hours
Telephone
E-Mail Address

Course Description

This needs to correspond with the course description in the ANC catalog.

Course Objectives a.k.a. Performance Objectives

For example: Students will be able to: 1) understand the Theory of Plate Tectonics, 2) Have a sense of geologic time scale, 3) know the chemical composition of the earth's crust, etc.

Learning Outcomes

For example: Graduates will be able to understand the physical processes that shape the earth.

Cultural Integration

For example: This course will include a discussion of the tribal origin stories that relate to the specific earth characteristics of the reservation.

Course Requirements & Grading

For example: Research Paper (5-7 pages), Mid-Term Exam, Final Exam, etc.

Required Materials

Textbook Title(s) – Please be specific so that the correct edition is used.
Library Reserve Materials
Articles and other documents
Audio Materials

Attendance Policy

At a minimum, the ANC attendance policy should be cited with instructor discretion for additional requirements.

Cell Phone Policy

At a minimum, the ANC cell phone policy should be cited with instructor discretion for additional requirements.

Academic Honor/Plagiarism

At a minimum, the ANC policy should be cited with instructor discretion for additional requirements.

Course Outline

Appendix E - Request for an Incomplete Grade Form

INCOMPLETE GRADE REQUEST/REPORT

(Caution: An incomplete grade may jeopardize a student's financial aid)

To be Completed by Instructor: (please print)

Student Name: _____ Student ID # _____

Semester: _____ Year: _____ Instructor _____

Name: _____

Course # and Title: _____

Full Description of Work to be Completed:

Completion Date for above work: _____ Date: _____

(Student must complete course work within two weeks of the next semester. After two weeks "I" grade will reflect "F")

Instructor

Signature: _____ Date _____

To Be Completed by Student:

"After consultation with my instructor and advisor, I agree to the above work being completed by the indicated date before I receive a grade in the above named course. I understand that failure to complete this work by the established date will require me to repeat the course for credit and a passing grade. I understand that my financial aid may be in jeopardy with a grade of "I" or "F".

Student

Signature: _____ Date _____

Approval:

Dean of Academic Affairs

Signature: _____ Date _____

Instructor:

After completion of agreed upon work, grade given for above named course: _____

Instructor: _____ Date _____

Registrar:

The above grade reported by the instructor was recorded on this date: _____

Registrar

Signature: _____ Date _____

Appendix F – Course Evaluation Form

Aaniiih Nakoda College Faculty Handbook 2010-2011

Aaniiih Nakoda College: Course Evaluation Form

Your answers to the following will help us better understand how to serve you during the length of the course. Please fill in your answers as specifically as possible. We thank you for your time!

Course Name: _____ **Instructor:** _____

A. The Course	NEVER		Sometimes		Always	N/A
1. The course content was explained clearly to me	1	2	3	4	5	x
2. The textbook helps me understand course content.	1	2	3	4	5	x
3. The materials developed by the instructor helps me understand course content.	1	2	3	4	5	x
4. I am involved in what is going on in the course.	1	2	3	4	5	x
5. I learned something useful.	1	2	3	4	5	x
B. The Instructor						
1. The instructor knows the course material and is prepared to teach it.	1	2	3	4	5	x
2. When I do not understand something, I go to the instructor for help.	1	2	3	4	5	x
3. The instructor is on time to class.	1	2	3	4	5	x
4. The instructor is available to meet with me outside of class.	1	2	3	4	5	x
C. The Grading and Student Assessments						
1. The tests and other assessments reflect what is covered in class.	1	2	3	4	5	x
2. The tests and other assessments reflect what is covered in out of class readings and assignments.	1	2	3	4	5	x
3. I understand the grading process.	1	2	3	4	5	x
4. The grading process is fair.	1	2	3	4	5	x
5. What grade do I expect to have in this class?	A	B	C	D	F	x
6. My attendance in class was		25%	50%	75%	100%	

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Mark the box with an X to specify how often the Instructor does the following during class periods. Please be as specific as possible. Thank you!

D. How often is each of the following done in your course?	Each class period	Weekly	Monthly	Once per Semester	Never	N/A
1. The instructor lectures.						
2. The instructor does demonstrations.						
3. The instructor has class discussion.						
4. Instructor provides activity projects for me to learn course concepts						
5. Research projects are assigned.						
6. Instructors teach students how to use library resources for research.						
7. Students work in laboratories.						
8. Scientific equipment is used by students outside of class						
9. The instructor encourages the use of office hours, the Learning Center and/or tutors.						
10. Instructor brings in guest speakers.						

E. Please state examples of how this course relates to the A'ani and Nakoda Culture?

F. What did you like most about this course?

G. What did you like least about this course?

H. How could this instructor improve his or her teaching style?

I. Did you feel the teacher understood how to help you when you asked for help? Explain.

J. Other comments:

