CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Tribe

CCCC Faculty Handbook 2026-2028

Think Dakota

Live Dakota

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

Mission Statement

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

Accreditation

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

Academic Programs

The academic areas are organized into six Associate of Arts programs, two Associate of Science programs and four certificate programs.



Professional Expectations

All faculty members are employees of Cankdeska Cikana Community College (CCCC) and are expected to uphold the mission, values, and professional standards of the institution. Faculty are responsible for knowing, understanding, and complying with all College policies, including the CCCC Personnel Policies, CCCC Faculty Handbook, and other institutional procedures.

Professional Conduct and Institutional Compliance

CCCC is committed to maintaining a work and learning environment that is free from discrimination, harassment, and unsafe practices. Faculty are expected to be familiar with and adhere to institutional policies regarding sexual harassment, a drug-free workplace, confidentiality, and all other applicable personnel policies.

All individuals who teach at CCCC, including full-time faculty and adjunct instructors, serve under the supervision of the Academic Dean.

Effective communication is essential to the successful operation of the College. Email is the official method of communication for employees, faculty, and students. Faculty are expected to monitor their institutional email regularly and respond to communications in a timely and professional manner.

Teaching Responsibilities

The primary responsibility of faculty is student instruction and the promotion of student success. Faculty are encouraged to utilize instructional methods that best support student learning while maintaining academic rigor and demonstrable educational outcomes.

The standard teaching load for full-time faculty is 15 to 18 credits per semester.

Faculty are expected to:

- Arrive to class on time and maintain a consistent instructional schedule.
- Prepare instructional materials that align with the approved course syllabus.
- Present course content in an informed, engaging, and professional manner.
- Establish and maintain high academic expectations.
- Maintain posted office and class hours.
- Be available for instruction, advising, meetings, and student support.
- Respond appropriately and professionally to student questions and concerns.
- Assess student work fairly and defend academic evaluations when necessary.
- Uphold the scholarly standards and integrity of their academic disciplines.

Academic Freedom and Shared Governance

Faculty are members of a community of scholars and are expected to respect and defend the principles of free inquiry, academic freedom, and intellectual diversity.

Faculty are expected to actively participate in the shared governance of the College through committee service, strategic planning, institutional assessment, budgeting processes, and other activities that contribute to the advancement of CCCC.

Academic Rigor

Academic rigor is the intentional design and delivery of courses that challenge students to achieve established learning outcomes through meaningful engagement with course content, critical thinking, and the application of knowledge and skills. Rigorous instruction promotes intellectual growth by maintaining high academic standards while providing appropriate support to foster student success.

Faculty are expected to ensure that academic rigor is reflected in course objectives, instructional methods, learning activities, assessments, and grading practices. Rigorous courses require students to analyze, evaluate, synthesize, and apply concepts rather than rely solely on memorization or recall. Assignments and assessments should align with stated learning outcomes, reflect the appropriate level of the curriculum, and encourage active participation, problem-solving, communication, and independent learning.

Academic rigor also includes maintaining consistent expectations across course sections, providing timely and constructive feedback, upholding academic integrity, and regularly reviewing course content to ensure relevance, accuracy, and alignment with institutional, disciplinary, and accreditation standards. Faculty should balance high expectations with equitable and inclusive teaching practices that support diverse learners while preserving the quality and integrity of the educational experience.

The College affirms that academic rigor is measured not by the quantity of work assigned, but by the quality, depth, and complexity of learning expected of students and the achievement of clearly defined course and program outcomes.

Student Relationships and Academic Integrity

Faculty shall treat all students with dignity, respect, and professionalism while serving as instructors, intellectual guides, advisors, and mentors.

Faculty are responsible for fostering honest academic conduct and ensuring that assessments accurately reflect student performance and achievement.

Recognizing the inherent power imbalance between faculty and students, faculty shall exercise sound judgment, professionalism, and appropriate boundaries in all interactions with students. Faculty shall not engage in amorous or romantic relationships with students.

Faculty must disclose to the Academic Dean when an immediate family member, as defined in Employee Handbook Policy #305, is enrolled in one of their courses so that appropriate arrangements can be made.

Cultural Competence and Community Engagement

As a Dakota tribal college, CCCC is committed to preserving, promoting, and supporting Dakota language, culture, and traditions. All faculty members are expected to actively participate in and support cultural events, activities, trainings, and initiatives that strengthen the College's mission and connection to the Spirit Lake Nation.

Faculty are expected to incorporate culturally responsive teaching practices and demonstrate cultural competence in their interactions with students, colleagues, and the community.

Student Mentorship and Academic Advising

All faculty members serve as mentors and advisors to students. Faculty are expected to support students by providing guidance related to academic success, college life, career development, professional opportunities, and life skills. Advisors are expected to be in office during registration weeks unless otherwise approved by the Academic Dean.

Faculty advisors are responsible for ensuring that students understand their academic pathways, including:

- Program requirements and course sequencing;
- Credit hour requirements for graduation;
- Course registration procedures;
- Academic progress expectations;
- Procedures related to dropping courses and academic withdrawals; and
- Semester enrollment planning.

Service to the College

Faculty are expected to contribute to the life of the institution through productive service on college and community committees and through participation in institutional activities.

Faculty are required to attend:

- Faculty and staff meetings;
- Professional development trainings and in-service activities;
- Annual Awards Ceremonies;
- Commencement exercises;
- Committee meetings; and
- Student, departmental, or program-sponsored events, as appropriate.

Research and Institutional Review Board (IRB)

CCCC supports and encourages research as a means of advancing academic excellence, institutional improvement, and community problem-solving.

All research involving human subjects conducted at CCCC must be reviewed and approved by the Institutional Review Board (IRB). The IRB, led by faculty members, ensures that research activities are conducted ethically and that participants are protected from undue harm.

Faculty are encouraged to engage students in research activities that promote inquiry, scholarship, and community-based problem solving while adhering to all institutional and ethical research standards.

Teaching Activities and Instructional Responsibilities

Instructional Resources and Technology

Faculty Equipment

- All faculty members are provided with a laptop computer for instructional purposes.
- Faculty have access to printing and scanning equipment.
- Classrooms are equipped with appropriate instructional technology to support teaching and learning.

Distance Education Resources

Faculty teaching online or hybrid courses will be provided access to instructional technologies and platforms, including:

- Moodle
- Zoom
- Camtasia
- Virtual laboratory software
- Other educational resources as needed

Distance Education Standards and Expectations

Cankdeska Cikana Community College is committed to maintaining the same level of academic rigor, instructional quality, and student engagement in distance education courses as in traditional face-to-face instruction. All distance education courses must adhere to established pedagogical best practices and meet all institutional, course, and program learning outcomes.

All online and distance-delivered courses shall be delivered through the College's official Learning Management System (Moodle) and comply with all institutional policies and accreditation standards in one of the following formats:

- Face-to-Face/In-Person-Only (IPO): class meets in a classroom with no online or hybrid components
- Hybrid: class meets over Zoom with work posted on Moodle
- Online:

Course Communication

- Clearly communicate course expectations at the beginning of the course, including time commitments, course requirements, academic integrity expectations, student conduct standards, and appropriate online etiquette.
- Provide students with clear instructions regarding assignments, participation requirements, grading procedures, and methods of communication.

Faculty Presence and Student Engagement

- Maintain an active and consistent instructional presence throughout the course.
- Engage students through direct interaction in discussion forums, assignments, projects, and other learning activities.
- Provide meaningful formative and summative feedback that supports student learning and academic success.
- Communicate with students regularly through announcements, emails, or other approved methods to provide updates, reminders, and encouragement.

Online Learning Environment

- Establish a professional online presence by incorporating elements such as an instructor biography, photograph, introductory video, voice narration, or introductory discussion activities.
- Foster an inclusive, supportive, and interactive learning environment that promotes student engagement and a sense of community.

Assessment and Feedback

- Provide timely feedback on assignments and assessments, particularly when assignments build upon previous work.
- Clearly communicate expected turnaround times for grading and feedback.

Course Design and Maintenance

- Ensure all course materials, links, and instructional resources are accurate, current, functional, and updated each time the course is offered.
- Utilize multiple instructional strategies and assessment methods, which may include interactive discussions, written assignments, multimedia resources, projects, presentations, and examinations.

Compliance and Accessibility

- Comply with all applicable copyright laws, fair use guidelines, and intellectual property requirements.
- Ensure that course materials are accessible, organized, and designed to support student success in the online learning environment.

Distance education courses are expected to maintain academic standards equivalent to face-to-face instruction while promoting meaningful interaction, student engagement, and high-quality learning experiences.

Curriculum Development and Program Review

Curriculum Responsibilities

Faculty are responsible for the development, maintenance, and continuous improvement of the curriculum within their assigned programs.

Curriculum Changes

Proposed curriculum revisions must be submitted to the Academic Dean and Curriculum Committee for review and approval.

Program Documentation

Faculty are responsible for:

- Maintaining accurate catalog descriptions
- Reviewing and updating website course descriptions
- Completing required assessment reports
- Participating in program review processes

Cultural Competency

Faculty shall ensure that curriculum and instructional practices reflect the cultural values, experiences, and needs of the student population and support culturally responsive teaching. All new full-time faculty members will complete the DS 110 Dakota Culture and History course within one year of employment.

Course Planning and Syllabi

Course Syllabus

Faculty shall prepare a syllabus for every course using the approved CCCC syllabus template (see appendix).

Distribution

The syllabus must be provided to students during the first week of class.

Submission

A copy of each syllabus must be submitted to the Academic Dean no later than two weeks prior to the beginning of the semester.

Course Objectives

Course objectives must:

- Align with institutional assessment outcomes
- Comply with NDUS common course numbering requirements
- Be clearly stated within the syllabus

Textbook Adoption

Textbook Selection

Faculty are responsible for selecting instructional materials for their courses.

Ordering Process

Textbook adoptions must be submitted through Akademos using the adoption forms distributed by the Academic Dean.

Courses Without Textbooks

If a course does not require a textbook, faculty shall indicate "No Required Textbook" on the adoption form.

Class Scheduling

Scheduling Authority

The Academic Dean is responsible for preparing the class schedule each semester.

Faculty Review

Faculty shall review assigned schedules and classroom locations for accuracy.

Schedule Changes

Class meeting times may be modified when:

- The change benefits students
- No scheduling conflicts exist
- All enrolled students agree

Any schedule modification must be approved by the Academic Dean.

Student Attendance

Attendance Expectations

Faculty are expected to encourage regular student attendance and engagement.

Attendance Policies

Attendance expectations must be clearly stated in each course syllabus.

Attendance Reporting

Faculty shall record attendance daily in the EMPOWER system to facilitate student support and intervention efforts.

Weather and Emergency Closures

College Closure Notifications

When weather or emergency conditions require closure of the college, the CCCC Alert System will be activated.

Alert System Participation

Faculty are expected to enroll in the college alert notification system.

Distance Education

Online and distance education courses will generally continue during weather-related closures.

Student Withdrawals

Attendance Drop

If a student does not attend classes or meet Satisfactory Academic Progress (SAP) within the first two weeks of the fall/spring semester or the first week of the summer session, the student will be dropped by instructor.

Academic Withdrawal (AW)

After the two (2) week drop date (for attendance only) faculty may academically withdraw (AW) students up until the end of the fifth week of the semester due to non-satisfactory academic progress within a course.

Student-Initiated Withdrawal (W)

A student must initiate the withdrawal process on or before last day to withdraw from class(es) according to the academic calendar. This may avoid financial loss and prevent a student from receiving grades of "F". The Registration Action Form can be found on the website under the Registrar or at the Registrar's Office and must have his/her advisor and instructor signatures. Students do not withdraw simply by leaving

.

Incomplete Grades

Eligibility

An Incomplete ("I") grade may be granted when:

- The student has completed at least 80% of the coursework
- Circumstances beyond the student's control prevent completion of remaining requirements

Faculty Responsibilities

Faculty must:

- Document the reason for the incomplete
- Establish a completion deadline
- Retain a copy for grading records
- Provide copies to the student, advisor, and Registrar

Approval

The granting of an incomplete grade remains at the discretion of the instructor.

Independent Study

Purpose

Independent study opportunities may be approved to facilitate timely graduation when required coursework is unavailable through the regular schedule.

Student Eligibility

Students must:

- Be scheduled to graduate during the academic year
- Have completed at least 45 credits in their program
- Maintain a minimum cumulative GPA of 2.5

Approval Process

An Independent Study Request Form must be completed and submitted prior to registration deadlines.

Credit Award

Credit is awarded upon successful completion of approved requirements.

Class Meeting Requirements

Faculty shall conduct all scheduled classes as listed in the official semester schedule.

If no students arrive within fifteen (15) minutes of the scheduled start time, the instructor is not required to continue waiting.

Faculty Absences

Notification

Faculty unable to meet a scheduled class must notify the Academic Dean as soon as possible.

Coverage

Faculty shall provide instructional continuity through:

- Moodle assignments
- Alternative instructional activities
- An approved substitute instructor

Office Hours and Student Availability

Required Office Hours

Full-time faculty shall maintain a minimum of ten (10) office hours per week.

Posting Requirements

Office hours must be:

- Posted outside the office
- Included in course syllabi
- Submitted to the Academic Dean

Availability

Faculty may conduct office hours:

- In person
- By Zoom
- By telephone
- Through email

Additional Availability

Faculty are expected to accommodate appointments outside posted office hours when necessary.

High-Demand Periods

Additional availability may be required during:

- First week of classes
- Registration periods
- Midterms
- Withdrawal deadlines
- Final examinations

Experiential Learning and Off-Campus Activities

Experiential Learning

CCCC supports experiential learning opportunities including:

- Internships
- Apprenticeships
- Work-study experiences
- Field-based learning

Off-Campus Activity Approval

Faculty organizing off-campus activities must submit a proposal including:

- Student participant list
- Destination
- Dates and times
- Transportation arrangements
- Detailed itinerary
- Lodging and meals (if applicable)
- Estimated costs
- Funding source

Submission Timeline

Requests must be submitted to the Academic Dean and Chief Financial Officer at least two weeks before departure.

Grading and Academic Evaluation

Grading Standards

Course grading criteria must be clearly described in each syllabus.

Grade Records

Faculty shall maintain accurate and current grade records using Moodle or another approved learning management system.

Student Review

Students must have the opportunity to discuss grading concerns without fear of retaliation.

Grade Reporting

Faculty shall submit midterm advisory grades and final grades at the conclusion of each semester using approved institutional systems.

Grade Scale

Faculty will use the following grade scale to evaluate student academic performance:

90–100	A Excellent
80–89	B Good
70–79	C Satisfactory
60–69	D Passing
Below 60	F Failing

Final Examinations

Scheduling

Final examinations or equivalent assessments shall occur during the designated final examination period. Final assignments must occur during the designated finals week unless otherwise approved by the Academic Dean.

Course Alignment

Final assessments should:

- Be cumulative when appropriate
- Reflect course objectives
- Align with course content

Policies

Policies regarding missed examinations, tardiness, and special circumstances must be included in the syllabus.

Grade Appeals

Students have the right to appeal a final course grade.

The burden of proof rests with the student. Procedures governing grade appeals are outlined in the Student Handbook.

Grade Changes

Faculty are responsible for ensuring the accuracy of submitted grades.

Any grade change submitted after official reporting must:

- Be documented
- Be submitted through the Registrar's Office
- Include appropriate justification

Accommodations for Students with Disabilities

Institutional Commitment

CCCC complies with the Americans with Disabilities Act (ADA) and all applicable laws protecting individuals with disabilities.

Student Responsibilities

Students seeking accommodations must:

- Provide appropriate documentation
- Identify themselves to the instructor
- Work with their academic advisor to develop an accommodation plan

Institutional Support

The instructor, advisor, Dean of Student Services, and student will collaborate to implement reasonable accommodations that support student success while maintaining academic standards.