

UNITED TRIBES TECHNICAL COLLEGE

ADVISING HANDBOOK: Academic Advising for Student Success
January 2011



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Document History

Revision History

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1	07/13/2007	Initial Creation	Karla Nordyke, RHIA UTTC Advising Module Manager - Jenzabar Team
4	May – Dec 2010	Update to current best practices, use of technology and current procedures.	Karla Nordyke, RHIA UTTC Advising Module Manager - Jenzabar Team

Approval History

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Distribution List

Version Number	Date Distributed	End-User Recipient	Purpose
1	1 st Edition - August 2007	UTTC administration, faculty, advisors, and student service representatives.	Resource Handbook
5	Jan 2011	UTTC administration, faculty, advisors, and student service representatives. Placed on the Faculty Resource page within my.UTTC.edu	Resource Handbook

SECTION I: OVERVIEW

The UTTC Mission

United Tribes Technical College is guided in its actions
by the following statement of its mission:

“United Tribes Technical College is dedicated to providing American Indians with postsecondary and technical education in a culturally diverse environment that will provide self-determination and economic development for all tribal nations.”

Vision

1. United Tribes Technical College is a premiere college, a leader in Tribal education, arts, cultural preservation, technology, research, and the humanities.
2. UTTC foresees a campus community with state-of-the-art facilities.
3. UTTC aspires to be self-sustaining in line with its mission for tribal self-sufficiency and self-determination.
4. Most importantly, UTTC envisions skilled, knowledgeable, culturally-grounded, healthy graduates who will achieve their educational goals; empower their communities; and preserve the environment, tribal land, water, and natural resources.

Values Statement

- United Tribes Technical College Board of Directors, administration, faculty, staff, and students are guided in their actions by the following values:

U - Unity	T - Traditions
N - Native Americans	R - Respect
I - Integrity	I - Independence
T - Trust	B - Bravery
E - Education	E - Environment
D - Diversity	S - Spirituality

- UTTC affirms these values as being representative of the tribal medicine wheel concept. This takes into consideration an individual's physical, intellectual, cultural, and emotional wellness. When these ideals are practiced, the UTTC community will flourish.

The Goal: “Student Success - It’s Everybody’s Responsibility”

United Tribes Technical College is guided in its actions by the following resolution supporting student success:

WHEREAS, the United Tribes Technical College is owned and operated by the Standing Rock Sioux Tribe, the Spirit Lake Nation, the Three Affiliated Tribes, the Sisseton Wahpeton Dakota Nation and the Turtle Mountain Band of Chippewa; and

WHEREAS, the United Tribes Technical College has been providing continuous quality education with unique holistic student services to American Indian and Alaska Native people since 1969; and

WHEREAS, the College believes that this educational approach leads to student success and is critical to the survival of Native people; and

WHEREAS, the College understands that changes in the social, cultural, economic and physical environment can adversely affect student success; and

WHEREAS, the College has identified multiple barriers and organized these strategies in a comprehensive student life plan; and

WHEREAS, the leadership of college staff and administrators understand the urgency of helping students become successful in their educational and professional endeavors; and

NOW THEREFORE BE IT RESOLVED, that the United Tribes Technical College Board of Directors and the Administration fully support the objectives of the UTTC Student Life Plan; and

THEREFORE BE IT FURTHER RESOLVED, THAT THE United Tribes Technical College Board of Directors and the Administration does authorize the implementation of the Comprehensive Student Life Plan; and

NOW THEREFORE BE IT FURTHER RESOLVED, that the United Tribes Technical College Board of Directors and the Administration understands that the Comprehensive Student Life Plan will require all Staff and Faculty to fully participate in the implementation of the plan to ensure student success.

Signed: Charles W. Murphy, Chair, UTTC Board of Directors and David M. Gipp, UTTC President



A copy of the Comprehensive Student Life Plan is available upon request from the Student and Campus Services Department. Every individual should have an available reference copy. This document is also made available on the Advisors Resource page.

SECTION II: ACADEMIC ADVISING BEST PRACTICES

Advisement Practices That Make a Difference

- Listen, listen, listen
- Correct misinformation immediately
- Avoid getting students in “over-their-heads” (avoid setting them up for failure)
- Watch time commitments
- Check for prerequisites
- Recommend preparatory courses as indicated by ACT/COMPASS scores
- Challenge and support
- Note dates for withdrawal and dropping classes
- State expectations very clearly
- Get to know your student-advisees

Advisor-advisee relationship and communication

1. Relationship, relationship, relationship
2. Post office hours and keep appointments with student-advisees.
3. Give advisees your business card with office phone number and Email address.
4. Meet and reach out to your student-advisees regularly throughout the semester.
5. Use advising meetings to help students set goals.
6. Help advisees develop a professional development plan. Help advisees identify and develop their strengths and weaknesses.
7. Request advisees to bring schedules, programs of study, test results and other academic related information to conferences so that time can center on strategic planning versus registration for next semester only.

Advisor Responsibilities:

1. Discuss degree requirements with student-advisees.
2. Provide student-advisees with a recommended course schedule.
3. Know the degree/program of study and its curriculum requirements.
4. Understand other degree options available at United Tribes Technical College and be prepared to discuss other career options with students. The most important goal is to have a student enrolled in the academic program of study that best fits his/her career plan and interests.
5. Assist student-advisees in the early registration process (e.g., pre-registration, financial aid application, housing application) and final registration process.
6. Assist student-advisees with using the *Advising & Student Information* functions within the my.UTTC.edu system.
7. Identify students at-risk for academic problems and/or attrition.

8. Contact student-advisees about issue(s) leading to academic probation/continued probation and advise appropriately and regularly.
9. Explore career and/or placement options with student-advisees. As appropriate, refer them to UTTC Career Development Center for primary services.
10. Advise students about strategies leading to academic success (e.g., time management, study skills, tutorial services, course attendance, and counseling services).
11. Refer to appropriate Student & Campus Services departments - Center for Student Success, Student Health Center, Chemical Health Center, Housing, Transportation, Student Financial Services, etc.
12. Refer student-advisees for appropriate tutoring and learning disabilities services.
13. Engage in supporting suggestions and recommendations by the disability learning service office for reasonable accommodations.
14. Refer student-advisee for appropriate financial resource services such as the Financial Aid counselor.
15. Collaborate with campus-based support programs for referrals to external organizations (e.g., West Central Human Services Center).
16. Review mid-term and end-term grades with student-advisees and advise accordingly.
17. Encourage and assist student-advisees in getting involved in extracurricular activities, clubs, and organizations.
18. Serve as faculty mentor, demonstrating a personal and authentic interest in the student and discussing with the accomplishments and challenges of the educational experience at UTTC.
19. Listen. Student-advisees sometime need to just vent before they can focus on academic success. The advisor's office should be a confidential, safe place for this activity. However, it is important to remember that as advisors, academic department chairs are not trained counselors. Advisors can share experience, wisdom, support, encouragement, and suggestions. Advisors are most effective when they help the student-advisee see his/her options. Counselors provide therapeutic services.
20. Primary advisors have a shared-responsibility to ensure the accuracy of student information related to local, home, or permanent address, email address, telephone number, and emergency contact information contained in the Jenzabar system. Primary and staff advisors have permission to change this data in the Common Module. Recommended practice: Anytime an advisor is visiting with a student-advisee and is accessing the Jenzabar system, remember to verify student information.



See the procedural document in the Advisors Resource Group for how update a student's contact information.



21. Accurately report student attendance and grades by keeping your course grade book and attendance table current.

Student-Advisee Responsibilities

The United Tribes Technical College Catalog is the official document which lists the degree program requirements. Based on this document, the student is ultimately responsible for his/her career choice, degree planning, and coursework selection. Toward this end, the student-advisee is responsible for:

1. Studying the UTTC College Catalog and becoming familiar with academic requirements.
2. Meeting routinely with his/her primary academic advisor to:
 - a. Select the appropriate course of study.
 - b. Seek advice on the selection of courses to take at a given time.
 - c. Consult with the advisor before making changes in a major or courses.
 - d. Review degree plan on an ongoing basis.
3. Owning responsibility for career choice, degree planning and coursework selection.
4. Participating in plans designed to support academic success; for example, tutoring schedule or an individualized educational plan.
5. Maintaining good academic standing by attending class as scheduled, completing coursework with diligence and pride, and attend to the development of workplace competencies and foundation skills defined by SCANS and chosen industry.
6. Obtaining sufficient financial resources by collaborating with the Financial Aid office to ensure PELL, Tribal, and other funding.
7. Closing student account(s) with no outstanding balances after graduation.
8. Reporting changes and updates regarding student contact information, even after departure or graduation.

Advising the First-Year Student

All first-year, campus-based students are enrolled in three (3) foundation courses: First Year Experience Seminar (1 cr.), Wellness & Healthy Living (1 cr.) and First Aid/CPR (1 cr.). All first-semester online learners are enrolled in the foundation course - Success Strategies for Online Learners. This course integrates the objectives found in campus-based foundation classes. Campus-based students benefit by taking the online foundation course prior to, or concurrent with, enrolling in any online course. A campus-based student who presents with very strong work experience would probably benefit by taking the online success class as well.

These foundation courses are designed with the following purposes: 1) to continue an effective orientation program into the student's first year, 2) to provide students with an understanding about the UTTC

mission and the goal regarding service leadership, 3) to provide a system of challenge and support to first-year students to improve retention and enhance personal growth, and 4) to assist the student in the development of academic and career planning skills. The foundation courses are required for all first-year students and provides skills for academic success, personal growth, decision-making, self-awareness, self-enhancement, and career development as well as leadership theory and development

The first-year student may also receive recommendations for preparatory courses in Reading & English (5 cr.) and Mathematics (5 cr.). The student's ACT (high school) or ACT COMPASS (post-high school) scores should be carefully reviewed with the student prior to course placement and the completion of the first semester registration. These scores may indicate lower than average academic skills, resulting in a 3-year degree plan for the student if he/she should enroll in the prep courses. It is critically important to set this student up for success by 1) enrolling the student into the preparatory courses as recommended, 2) arranging tutorial services immediately, 3) referring the student to the learning disabilities coordinator for evaluation, and 4) obtaining the student's permission to discuss a longer educational plan (e.g. five semesters) with Tribal funding agency and Financial Aid to ensure funding of the student's educational endeavors. See also more detailed information regarding course placement (Curriculum Matters Section).

Any student who is recommended for a preparatory course should receive direction from the advisor to take the course as recommended. The student reserves the right to waive a preparatory course and will be asked to sign such a waiver.



See the procedural document in the Advisors Resource Group for how retrieve scores and disclaimer document for student signature.

First-year students benefit by engaging in their chosen career-technical education (CTE) field as soon as possible. A student should enroll in at least one 100-level CTE course, preferably the "Introduction" course during his/her first semester. This situation allows the student an opportunity to determine the appropriateness of their academic choice. It is best if a student changes his/her major early (prior to the last day to add a class during the first semester or at the end of the first semester). Students should be given every opportunity to learn about the extra-curricular activities, vocational clubs, student senate programs, health and wellness initiatives, and other United Tribes Technical College services available to support student success.

Advising the Second-Year Student

All second-year students are required to complete the foundation course, Career Success (2 cr.), which is designed to prepare the graduating student with successful job seeking skills, writing an effective resume, and strong interview experiences.

Second-year students will complete their internship, clinical and/or professional practice experience requirements. They have the opportunity to reinforce their knowledge gained in coursework. Second-year students benefit by having a professional development plan addressing their entry-level goals and objectives.

Prospective graduates should be advised about closing student account(s) with a zero balance with the UTTC Finance Department. Advisors should encourage students to make arrangements to ensure their financial matters are settled upon graduation or soon thereafter.



See the procedural document in the Advisors Resource Group for how a student views their Student Account balance.

Some graduates of academic programs are eligible to write certification examinations for local or national credentials. Most testing organizations require official transcripts. Before the College will release an official transcript or issue the student's diploma, the student's account must be closed. Any outstanding matters including outstanding library books, restitution, outstanding travel reimbursement, or debts related to childcare services, tuition/fees, books, or housing will be reflected on the student account.

Advisement of Part-Time Students

Part-time students are assigned advisors according to their identified needs. A part-time student may or may not be actively engaged in a degree plan. If the student is degree seeking, the primary advisor will consult with this student similarly to a full-time student with an adjusted course sequence. This type of student will need an extended course schedule developed for his/her particular needs. All students are required to officially enter into a CTE degree plan, or Student Aim, for financial aid purposes. Federal Financial Aid is available to part-time learners with available funds disbursed on a pro-rated schedule based on the number of credit hours attempted.

A part-time student may also be an individual taking one or more courses (less than 12 credits) because he/she has a need for professional development and/or a desire to learn more about a particular subject(s). It is important to meet this individual's needs through an advisor-advisee relationship. The appropriate Student Aim for this type of student is NON (non-declared). Do not use the major UND (undecided). Currently, Karla Nordyke is the designated advisor for NON-degree seeking students. This degree plan is not eligible for Federal Financial Aid. Every attempt is made to assist this student into a career and technical education major that most appropriately serves his/her educational goals.

Advising Athletes

For a student-athlete to be eligible for any recognized intercollegiate competition, a member organization must ensure that the student-athlete conforms to the following regulations:

1. An entering student must be a graduate of an accredited high school or be accepted as a regular student in good standing by the enrolling organization.
2. A student-athlete must have matriculated in a career and technical education degree plan and be enrolled in a minimum of 12-credit hours at the time of participation, or if the participation takes place between terms, the student must have been identified education plan with the organization the term immediately before the date of participation.
3. The student-athlete must make normal satisfactory progress in his/her education plan by maintaining the grade points required to remain a student in good standing with each course enrolled.
4. A student-athlete must have a cumulative grade point average (GPA) of at least 2.00 on a 4.00 scale (or equivalent) as certified by the College Registrar.

5. A student-athlete must possess organizational identification (student ID card) during any term of participation. The student-athlete should be advised that he/she represents United Tribes Technical College, his/her vocational, his/her family, and Tribal affiliation while participating in sports.
6. A student-athlete will be eligible according to the UTTC standards for intercollegiate competition.
7. A student-athlete will be eligible according to affiliated conference standards when such standards are more stringent than NJCAA rules and standards.
8. The student-athlete owns the responsibility of obtaining and communicating his/her good standing prior to any participation in sport competitions. The student-athlete should receive advisement to discourage placing the College in jeopardy of forfeiting wins and other conference eligibility.
9. Advisors have the responsibility of alerting the Athletic Director for any student-athlete who is not passing a course or is otherwise nonperforming.

Advisement of Transfer Students

Students Transferring In

The United Tribes Technical College Registrar thoroughly evaluates all new students' official transcripts. Any course that is acceptable to this College is accepted and will appear on the student's course history as a "transfer." The course must have been taken at an accredited institution within the previous 5 years. If the student received a degree then the 5-year rule does not apply. The Office of the Registrar also needs an official transcript.

The transfer student is advised similarly to any new student. There may be a need to adjust his/her education plan because some of the required courses are met by the transferring courses. It is important to discuss the adjusted plan and design a recommended course schedule for this student. Any transferring courses, which are not needed by the major requirements, will appear in the "Non-Required courses" part of the degree plan. Advisors should review these courses. The advisor has the opportunity to deem a transferring course worthy of meeting one major required course. The advisor should discuss this matter with the Registrar on behalf of the student-advisee.



See the procedural document in the Advisors Resource Group for how to complete an effective transcription evaluation.

Students Transferring Out

Some students have plans to pursue additional higher education or an advanced degree after graduating from United Tribes Technical College. Advisors best serve the student with placement recommendations in courses that will prepare the student for rigors of an advanced degree educational plan. It is very important to advise the student to enroll in courses, especially general education requirements that will transfer to another postsecondary institution. Most UTTC graduates enroll in a four-year program with junior-level status. Some educational institutions require a transfer student to complete a competency assessment before junior-level status is confirmed. Other educational organizations have transfer requirements such as a transferring student must have a 3.0 grade point average to be received with junior-level status. Advisors need to remain helpful to transitioning students and advise them for success.

Student-advisees who plan to progress toward an advanced degree should receive academic advisement early in their program of study at UTTC. The advisee and advisor should have a copy of the desired advanced degree plan. Course recommendations should be made in consideration of UTTC's requirements as well as to the advanced degree requirements.

Background Checks

The Enrollment Management Services Department completes a background check on student-candidates for certain academic programs (criminal justice, nursing, teacher education) and on student-candidates who have indicated that an offense is on record. The Admissions Committee considers the nature of the offense on a case-by-case scenario. Some offenses disqualify the candidate from acceptance to the college.

Some academic departments require the student to successfully pass a background check. Students are best served by ensuring they will be qualified candidates for industry careers after graduation. A history of criminal activity on an individual's record never looks good. Moreover, the nature of the crime needs to be identified so the student is enrolled in a major program of study where he/she will have the best opportunity for placement after graduation. This matter needs to be discussed fully and regarded highly confidential. The academic advisor, preferably the Department Chair, needs to carefully advise the student and help the student identify another major if a change is necessary. Some crimes disqualify a student from the CTE major. Under no circumstances should a student stay in a program where their job placement chances are "slim to none." The Title IV Financial Aid program has qualifying statements as well. Learners enrolled into a major with no or little chance of placement because of background issues may not be eligible for federal financial aid.

The type of background check necessary depends on the department requirements as guided by the industry. Academic department chairs should budget for this expense and collaborate with other each other where possible.

Healthcare facilities require that a formal background check be done prior to the placement of students in clinical experiences. HIPAA mandates are established for both students and volunteers. The background check, which must meet Commission standards, can take as long as six (6) months to process.

Career Exploration

A student's career development should begin upon admissions to United Tribes Technical College. Career exploration is integral to the foundation courses - College Success and Success Strategies for Online Learners. In 2010, a Career Development office was established with three counselors available to students. Career development is an emphasized objective within the Career Success course taken during the student's final semester prior to graduation.

Common Errors and Recommended Advisement

For policies regarding warnings, probations, and suspensions, please refer to [UTTC Catalog or Student Handbook](#).

Error 1: Enroll in too many credit hours. Students think they can "get it all back" through one heroic try and, thus, attempt to make the entire grade-point-average improvement in a single semester.

Assistance: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one semester usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time student classification. A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades. Advisors should also explain that federal financial aid will pay for one repeat course each semester.

Error 2: Avoid repeating courses in which they earn below-average grades. Students fear repeating courses where they previously earned failing grades in and, instead, hope to make up the difference in other course.

Assistance: Students who earned failing grades in courses usually should repeat courses as soon as possible – repeated grades replace original grades in calculating the grade-point average if the repeated grade is higher than the original. For example, a student who repeats an “F” course and receives a “C” has improved his/her GPA as much as earning an “A” in another course, because the repeated grade replaces the original in calculations. Most students do improve a grade upon repeating a course because prior exposure to the course makes them aware of expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he/she usually should repeat the course to improve his/her grade-point-average and to remove the failure from his/her record.

Error 3: Attempt to drop a course after the deadline for withdrawals. Students believe they will receive special consideration because of their situation and expect to withdraw to protect their grade-point-average.

Assistance: An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a “W” grade is mid-semester. For specific dates, advisors should consult the Registrar’s office or current academic calendar.

Error 4: Fail to resolve incomplete grades within the time limit. Students hope that they can do nothing and have College officials ignore their incomplete grades. Sometimes they fear completion of the grade (i.e., replacement grade for the incomplete) will hurt their chances for continuation at the College.

Assistance: The grade of “Incomplete” reverts to an “F” if another grade is not reported in the approved time frame. Thus, advisors should inform students of the significance of resolved incompletes compared even to mediocre completion.

Error 5: Take advanced courses with a weak or inadequate background. Many students think they must graduate on time and, therefore, must not interrupt the sequence of courses for any reason.

Assistance: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. In rigorous majors, students might need to repeat some courses, even when they earn passing grades, if they are weak or ill prepared to continue the sequence. (There may be federal financial aid support limitations.) Student learning outcomes are more important than the grade earned. Often students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are dismissed from school for academic reasons. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before proceeding.

Error 6: Take courses on the advice of a friend. Students are often “advised” by friends to take courses simply because someone else found these courses met their need.

Assistance: Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and appropriate for some, but difficult and inappropriate for others. The probationary students should place only limited faith in the course selections of friends.

Error 7: Take all their early courses exclusively in the general education areas. Students want to get all the basic courses out of the way. The reverse of this situation is true, also. Some students do not want to take any basic courses.

Assistance: Students frequently feel compelled to complete all general education courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. An advisor should encourage a student to combine general and major course work, and when possible, to take at least one course in his or her own interest area each semester.

Error 8: Seek academic or personal help late in the semester. Students want to succeed on their own and seek help only when it is too late.

Assistance: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent they are some-how unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

Experiential Learning Opportunities

Every academic program, and most certificate programs, requires at least one experiential learning course. These courses are referred to as clinicals, internships, practicums, or professional practice experiences and are designed to fulfill the career-technical education needs relating to accreditation mandates and advisory board recommendations. These learning experiences are designed to network the learner with industry and to reinforce classroom learning experiences. Students, of course, must complete the institutional requirements to qualify for either a certificate or AAS degree.

Sometimes a student must travel to fulfill the experiential requirements. Perhaps the local area facilities are not able to have a student, or there are too many students for the local area, or the student will have a better experience elsewhere. Often, students are able to complete their experiential learning requirements at or near their home community. This situation works well because the student has the support of family and friends at home (child care and lodging needs).

The CTE academic program, depending on budgeting practices, may or may not be able to financially support the student. Any support should be approved in advance and handled according to UTTC's Travel Reimbursement policy and procedure. Neither the College nor the individual academic department is mandated to financially support the student. However, sometimes it is necessary and should be proactively considered to support the learner's positive experience.

Advisors need to carefully provide information regarding these types of courses. Students will need to understand that professional experiences will likely impact their attendance and participation in other courses because of the experiential requirements. The student will benefit by enrolling into the clinical experience concurrently with no or minimal disruption with other courses.

General Discussion Matters That Make a Difference

- Inquire about extracurricular activities.
- Inquire about the advisee's need to work, meet TANF mandates, etc.
- Inquire about the advisee's level of family support at home.

- Encourage participation in campus clubs and activities.
- Establish an appropriate relationship with the student sufficient to build trust and credibility.

Students at Risk for Academic Failure or Attrition

- The Vice Presidents have access to a report that shows any student with 8 or more absences and where no alert has been entered into the system. The intent of this report is to have an administrative check in the system to catch students in danger of “falling through a crack.”
- Refer to ACT or ACT COMPASS scores and high school/GED transcripts. Are scores low and indicative of preparatory courses needed? If so, then place the advisee in the recommended courses or arrange tutoring services.
- Preparatory Courses: Credit hours for these courses will apply toward full time status and financial aid eligibility but may not count toward meeting full graduation requirements.
- Full time is 12-credits. Maximum full time status is 18-credits.
- Register students for 16-credits if possible to allow for full time status if one course must be dropped. This suggestion is especially good if the student is enrolled in one 4-credit science or math course.
- Schedule for success: Start slowly with the understanding that some advisee’s may/will take 3 years to complete the full degree plan. Watch time commitments with laboratory sciences.
- Enroll students into structured study groups if possible. This strategy is especially important in the areas of mathematics and sciences.
- Encourage summer semesters to lighten the fall and spring semester loads and to keep students on track with their program of study.
- Carefully register the late-registrant in a combination of courses where adequate level of support for success is available.

The Role of the Advisor

Many College personnel work with students, some of whom are on academic probation or otherwise identified “at-risk.” Those students who are academically dismissed make relatively common errors in judgment. Many of these students might have stayed in college if they had made different decisions while on probation. The following scenarios provide clarity to common student errors and the logic students use to make these mistaken judgments. In addition, basic information to help the academic advisor intercede and show the probationary student his/her mistakes in judgment follows each student error.

Tracking Alumni

United Tribes Technical College attempts to follow its students for several years after leaving the College. Alumni might be interpreted to broadly include any student who is no longer active in the system, no matter the reason. Some academic departments have accreditation mandates addressing specific alumni tracking actions. The College has federal mandates to report statistics regarding alumni tracking. AIHEC and other Tribal organizations and affiliations request statistical outcomes from the College. Everyone has the responsibility to report data about alumni. The Placement Office and the Registrar’s Office seek information to learn about a graduate’s acquisition of professional credentials. The Common Module needs to receive address and contact information updates.

SECTION III: ACADEMIC ADVISING – The Nuts and Bolts

ACT/COMPASS Scores and Placement Recommendations

The Admissions Office requires either an ACT or an ACT COMPASS test be on record at United Tribes for all campus-based enrollees. The Admissions Office makes every attempt to collect ACT test scores on all student-candidates. The College automatically receives many ACT test and scores as candidates list United Tribes Technical College as one of the colleges of choice. Any new student who does not have an ACT test scores on record must complete the ACT COMPASS test during orientation.

The Student Services is responsible for administering the ACT COMPASS test during orientation. The Admissions Office makes every attempt to assist the candidate with testing opportunities so the Admissions Office record is complete prior to the student's arrival. Advisors can serve this process by helping any new student find a testing center or recommend that a student test at UTTC during one of the scheduled summer testing dates. The Admissions Office accepts an ACT test score as long as it is 5-years current. The ACT COMPASS test score must be 1-year current.

The Admissions Office enters the test type and score(s) into the system. The score(s) are made available to primary advisors via the use of an executable report available on their desktop. The academic advisor must query for the student's name and evaluate the ACT or ACT COMPASS score(s) prior to course placement. Primary advisors will have a discussion with the student during registration activities about testing information. Academic advisors need to recommend that students enroll in preparatory courses when an ACT or ACT COMPASS score is low than average, indicating a need for foundation skills development. The student is best served by strengthening his/her basic skills prior to being introduced to the rigors of academic course requirements.

The executable report available to every academic advisor provides four items: 1) the type of test, 2) the test scores, 3) an indication of whether or not the student chose to follow the recommendations, and 4) a disclaimer signature for the student. By signature, the report/form is complete and documents the score(s) and recommended course placement concerns were discussed. The report form also provides documentation about whether or not the student followed the advisor's recommendations. A copy of this disclaimer report should remain on file in the advisor's office with the original waiver form being forwarded to the Registrar's Office.



See the procedural document in the Advisors Resource Group for how review a student's assessment scores and make appropriate course placement recommendations.

Students often believe they “had a bad testing experience” or “I can do it without that course.” This student may be at a disadvantage; therefore, the academic advisor should monitor this student's ability very carefully in the beginning of the semester. It may be necessary to adjust the student's schedule by adding the preparatory courses and dropping the higher-level courses. This action, if necessary, should be taken very early and before the “last day to add a class” and before the student is further set up for possible failure because of late enrollment to the preparatory courses needed.

The table below provides the foundation for determining the appropriate Math, English, and Reading courses.

COURSE PLACEMENT RECOMMENDATION TABLE
COMPASS & ACT SCORES
COMPUTER LITERACY ASSESSMENT

Revised: October 2009

ACT SCORE	MATH	COMPASS SCORE
Pre-Algebra		Pre-Algebra
0-17	ASC 090-Math for College Study	0-43
18-20	MTH 101- General Math	44-100
Algebra		Algebra
18-20	MTH 101 – General Math	0-45
21-22	MTH 102 – Intermediate Algebra	46-65
23-25	MTH 103 – College Algebra or MTH 104 -- Statistics	66-100
College Algebra		College Algebra
23-25	MTH 103 – College Algebra or MTH 104 -- Statistics	66-100

DIRECTIONS: Begin Math Assessment using Pre-Algebra Scores. If assessment indicates General Math, then continue Math Assessment using Algebra Scores to indicate appropriate math course placement for students' best interest.

ACT SCORE	ENGLISH	COMPASS SCORE
0-14	ASC 086 – Prep Reading and English for College Study	0-42
15-18	ENG 110 - Composition	43-68
19-36	ENG 120 – Composition II	69-100

NOTE: ENG 110 meet North Dakota Higher Education and NCA course transfer requirements

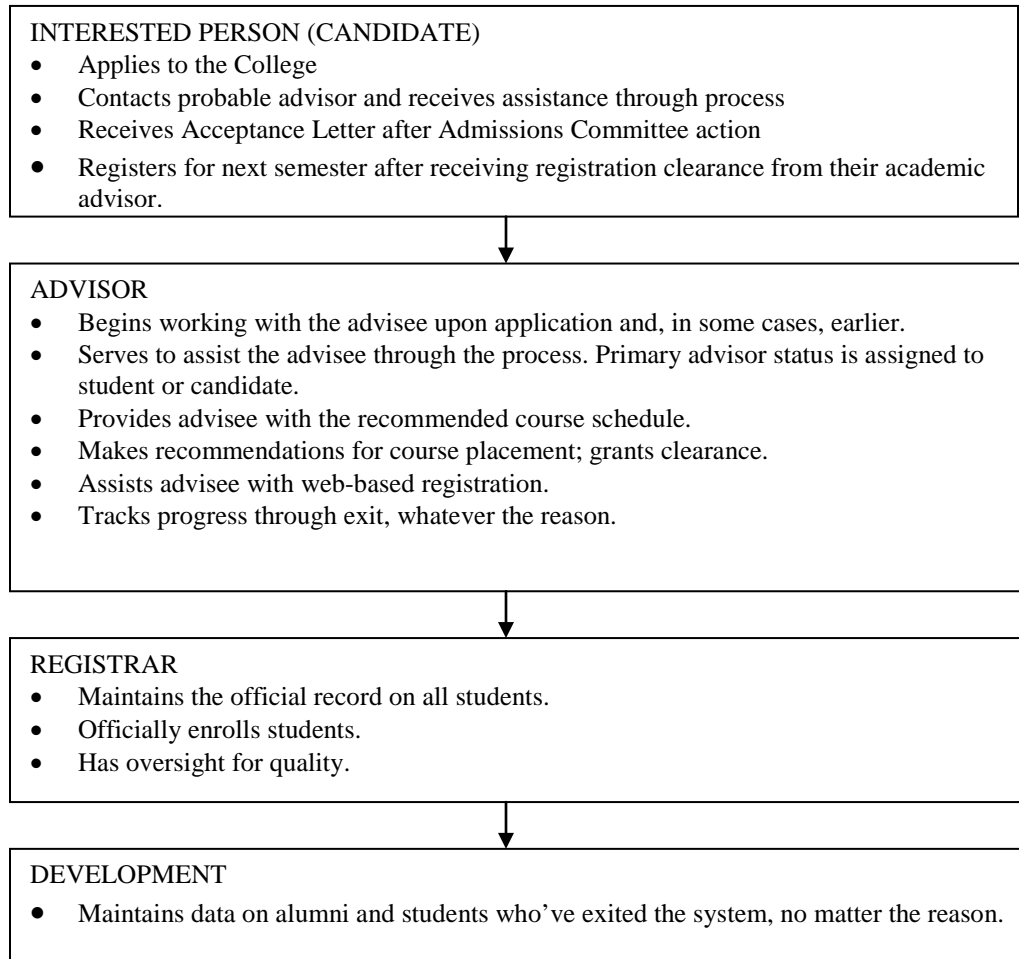
ACT SCORE	READING	COMPASS SCORE
0-15	ASC 086 – Prep Reading and English for College Study	0-70
16-36	Successful Test Completion. College Level Courses as advised.	71-100

If now in only Reading or English, it was decided the student should be in the combined course.

COMPUTER LITERACY		
101	Introduction to Computers	
114	Successful Test Completion. Learner assesses up. Place into	

	Technology requirement courses as advised.
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Admission Process



Academic Warning, Probation, or Suspension Status

The Registrar Office will provide notification of students' academic status at the conclusion of a given semester. The Registrar will enter the data term specific. The system will show either an Action or a Hold. Students on suspension will not be allowed to pre-register or register in courses. Neither students nor advisors are allowed to override a Hold. The suspended student's future registration will be blocked until readmission procedures have been completed.

Add a Course

During the first week of a full semester, courses may be added or dropped, by the student or by the advisor, without any documentation. Commencing the second week, course changes must be managed by the academic advisor with the supporting Add/Drop form completed. All signatures should be obtained. The student is held responsible to obtain the signatures. The academic advisor is responsible to make the

change in the system once the completed form is returned. Copies of the original are disseminated according to the form directions.



The academic advisor should be extremely cautious about late registrations. Too often, this action results in setting the advisee up for failure. Some courses are not recommended, no matter the need for late registration. For example, Anatomy and Physiology is not a course in which a student should begin late. The primary advisor is also responsible for alerting the course instructor of a late enrollee.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to add/drop a course on behalf of the student.

Auditing Courses

United Tribes Technical College does offer students the option to audit a course under certain circumstances approved by the academic vice president. Advisors should refer to the current catalog and to the Registrar. Audited courses do not satisfy the institutional requirements for degree completion. Enrollees are charged full tuition.

Change in Major

A Vocational Change Form is necessary to facilitate an advisee's desire to change his/her vocational major. A student needs to obtain his/her outgoing advisor's signature so that the advisor is aware of the student's change in original plans. A student needs to obtain his/her new advisor's signature for the same purposes and to initiate the new degree plan. Primary advisors have the duty and responsibility to correctly advise any student seeking information about another vocational program. The student is responsible, in collaboration with the new primary advisor, to secure all necessary signatures. Once the Registrar has signed the document, the primary advisor will change the institutional requirement (Student Aim) in the system.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to affect a Vocational Change on behalf of a student.

Closed courses

Sometimes a course is closed because it has reached its maximum enrollment. The advisee has two options. One (preferred), they enroll in another section of the course. Two, they monitor the course and enroll into it if the system allows. The Registrar's Office is responsible for closely monitoring closed courses during the active registration times and will seek approval from the academic vice president for appropriate action.

Conditionally Accepted Students

United Tribes Technical College provides the Admissions Office the option to grant Conditional Acceptance to an applicant when the admissions file is pending two or fewer required documents. The

candidate must have the minimum documentation provided to the Admissions Office (application, training agreement, release of information, copy of Social Security card, copy of birth certificate, degree of Indian blood, official college transcript or high school/GED document, ACT if already tested).



The candidate must complete their official, student record by the semester-end. The Admissions Office and Registrar are responsible for providing ample communication to the student and the appropriate Department Chair to ensure the student's smooth transition to full acceptance. Every attempt needs to be made to avoid a Hold at semester-end. Any candidate who does not submit the necessary paperwork is unable to register for courses in the next term. The Registrar will enter the data term specific. The system will show either an Action or a Hold. The Registrar is responsible for notifying the student and the primary advisor when an advisee's record is so noted. As soon as the student submits the necessary documentation, he/she may register for courses. Neither students nor advisors are allowed to override a Hold.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to visualize pending Admissions documents.

Drop a Course

Students have the opportunity to drop a course through the "last day to drop a class" date, which is normally scheduled one week post mid-term. Students will have varying reasons to drop a course. Primary advisors have system permissions to drop an advisee through to the last day to drop a class. The primary advisor is also responsible for informing the student of transcript notations that will result once a course is dropped: Withdrawal (W), Withdrawal Passing (WP), or Withdrawal Failing (WF). The Add/Drop Form is still in use. All signatures must be obtained. The student is held responsible to obtain the signatures. The primary advisor is responsible to make the change in the system once the completed form is returned. Copies of the original are disseminated according to the form directions.

The primary advisor does not have permission to drop a course for any student after the last day to drop a class has occurred. Secondary advisors do not have permission to drop a student from class. Instructors are responsible to alert the primary advisor and show willingness to enter into a success plan with the student.

Often, an instructor recognizes a student's need to drop a class. The instructor is held responsible for alerting the primary advisor when such recognition happens. Conversely, the primary advisor is held responsible for alerting the instructor when a student drops a course.

Exits and Departures

The academic Department Chair/Academic Advisor initiates the withdrawal form for voluntary and involuntary withdrawals relating to academic purposes. The Notepad system is updated. Everyone needing to know this information about a student will have permissions to view the "notepad" where the Action is entered. Every effort is made to inform the individuals with a need to know a) an appeal meeting or hearing is scheduled and b) the outcome of the appeal.

Financial Aid Considerations

Dates of “the student’s last day in class” as well as official withdrawals are critical information related to a student’s financial aid resources. Primary advisors must be astute in identifying and recording such information for the UTTC Financial Aid Office.

Electives

Courses outside the student’s degree plan are not eligible for Title IV funding. Department Chairs are encouraged to place regularly advised courses into their degree plan as “Electives” with a requirement to complete a certain count (number of course(s)).

Degree Enhancement Courses

See policy in College Catalog. These courses fall outside of the degree plan. A Substitution is required. See procedure for managing Alterations on Student Aims. A degree enhancement substitution is not necessary unless a student is taking a degree enhancement course to be registered in full-time (12-credits) status.

First Date of Attendance

The date a student is marked “Present” for the first time in a class begins the student’s eligibility for federal financial aid funding for that class.

Last Date of Attendance

The last class session indicating a student’s “Present” status is interpreted as the last date of attendance. This date marks the last day of federal financial aid eligibility for that class (credit hours).

Repeat Courses

Title IV rules related to student financial aid only allow for financial aid eligibility for one repeat course per semester. Title IV does not fund a course previously passed with a grade sufficient to meet the academic program requirement as set forth in the degree plan.

Satisfactory Academic Performance

A student must maintain Satisfactory Academic Progress (SAP) to maintain continued Title VI financial aid resources. This status is determined by:

1. Maintaining of the CTE program’s minimum cumulative grade point average (2.0 on a 4.0 scale) AND
2. Successfully completing 50% of the credit hours attempted. A grade of W, WP, and WF are all considered attempted credit hours.

Financial Aid Warning, Probation, or Suspension Status

The UTTC Financial Aid Office will provide the appropriate communication of students placed on financial aid suspension at the conclusion of a given semester. The Registrar will enter the data term specific. The system will show either an Action or a Hold. Students on suspension will not be allowed to pre-register or register in courses. Neither students nor advisors are allowed to override a Hold. The suspended student's future registration will be blocked until readmission procedures have been completed.

Grades

Primary and secondary advisors enter mid-term and end-term grades into the system. The system updates in real-time. Advisors own the responsibility of accurate grade reporting. Advisors do not have the authority to change any student grade for any reason.

When the need to change a grade is recognized, the primary advisor documents the reported grade, an explanation of why it is being changed, and reports the new grade. Advisors must provide this documentation in the Registrar's Office, personally. Email communications are not acceptable in this matter. The Registrar will make the manual change and update the student's data. The Registrar will make every attempt to disclose the changed grade to any entities that received the erroneous grade as well in a timely manner.

Advisors may report an incomplete grade when the student is unable to complete the course because of reasons beyond his/her control. Such reasons constitute personal illness, a death in the family, or other unforeseeable emergencies. A "last-ditch effort" by the student to complete the course with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade. It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F."

Independent Study & Other Special Registration

Any independent study and otherwise non-routine situation needs documented explanation of need and resolution with approval granted by the Dean of Academic and Vocational Programs. This documentation remains on file in the Office of the Registrar. The Registrar, in collaboration with the primary advisor, makes the necessary adjustments.

Maintain Student Aim

The Student Aims – the degree plan – is initiated automatically within the Enrollment Services Department. Advisors should carefully explain the educational plan and answer all advisee questions. An executable report rests on the primary advisor's desktop. This report combines the Aim, its associated Institutional Requirements, and courses already met by any transfer credits accepted. This report also provides for a student signature verifying the student received the degree plan early in the educational experience. The advisor witnesses the signature. The advisor and student keep a copy. The original is routed to the Registrar's Office for maintenance in the student's office record. This action is necessary whenever a student enters into a degree plan: new student or change in vocation situations.

New Students

New students are advisees first entering the College. The advisor – advisee relationship begins as soon as the student record is transferred from Admissions to the Registrar office. A new student is responsible to seek out the Academic Advisor of his/her chosen vocation to engage in the educational plan. At this point, an advisor-advisee relationship is established. The Primary Advisor should proceed through the following steps:

1. Ensure the new student has visited every department on the “Orientation Checklist.” No new student may be registered without a staff signature on every line.
2. Assign advisee to additional advisors, as needed for Department.
3. Ensure Student Aims are correct for the desired degree plan.
4. Determine Course Needs
 - a. Transcript Evaluation Results
 - b. ACT or ACT COMPASS scores and preparatory course recommendations
5. Discuss goals and realities with advisee to facilitate best course placement
6. Make course recommendations and assist advisee with web-based registration completion. Or, register student into courses.
 - a. Ensure no course conflicts exist
 - b. Print schedule
 - c. Obtain both advisor and advisee signature
 - d. Send signed schedule to Registrar as a batch at day-end.
7. Student is ready to proceed to the Bookstore

New, Online Student

New online students are advisees first entering the College and pursuing their degree plan through distance education (online) methodology. Generally, online students have already engaged in an advisor-advisee relationship. The Primary Advisor should proceed through the following steps:

1. Assign advisee to additional advisors, as needed for Department.
2. Ensure advisee has received his/her user name and password for access to the online learning website
3. Ensure Student Aims are correct for the desired degree plan.
4. Determine Course Needs
 - a. Transcript Evaluation Results
5. Online only learners, at this point, are not asked to take the ACT or ACT COMPASS
6. Discuss goals and realities with advisee to facilitate best course placement
7. Make course recommendations and assist advisee with web-based registration completion. Or, register student into courses.
 - a. Ensure no course conflicts exist
 - b. Print schedule
 - c. Obtain both advisor and advisee signature
 - d. Send signed schedule to Registrar as a batch at day-end.
8. Notify the Bookstore of the learner’s registration and facilitate the shipping of books.

Non-Degree Seeking Students

Students may enroll in coursework at United Tribes Technical College but not be seeking a degree. Too often, these students don't connect with an advisor. They either a) are every instructor's dream student or b) they seriously fall through cracks in the system. Instructors should provide alerts, referrals, and other interventions according to practice. Ideally, the student is connected with an advisor and the appropriate advisee-advisor relationship is established. Non-degree seeking students are assigned the Student Aim NON. A student enrolled in NON is not eligible to receive federal financial aid.

Overload

Full-time student enrollment ranges from 12-semester credits to 18-credit hours. Any student registered for more than 18-credits is considered to have an overload; this situation is not typically in a student's best interests. Generally, only the exceptional student is able to successfully complete the course requirements given an overload. Overloads should be avoided whenever possible. The advisor and student should carefully consider the general rule-of-thumb time management and commitment. Overloads require documented explanation of why the situation occurred and how the student is supported for a successful experience/outcome. The academic vice president must approve/disapprove the overload registration. Documentation is provided to the student, the advisor, and the Registrar.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to document VP ACTE overload approval.

Other Warning, Probation, or Suspension Status

The Center for Student Success will provide the appropriate Department Chair with notification of students placed on warning, probation or suspension as the status occurs. Such status may result due to a student's inappropriate behavior, poor attendance or poor academic performance, or other security breaches discovered in a Hearing. The Registrar will enter the data term specific. The system will show either an Action or a Hold. Students on suspension will not be allowed to pre-register or register in courses. Neither students nor advisors are allowed to override a Hold. The suspended student's future registration will be blocked until readmission procedures have been completed.

Readmission

Students on academic suspension reapply through the Admissions Office. When the returning student is approved by the Admissions Committee, the student is treated as if all matters are resolved. The system will not show a Hold. The student will return on either Continuing Probation or Probation status.

Registration & Returning Students

Returning students, both campus-based and online, are expected to register for courses needed in the next semester. Registration takes place for a minimum of two-weeks designated in each semester (refer to current academic calendar). Advisors make course recommendations to the student; recommendations are documented using Advisee Meetings. Advisor then use Grants Clearance allowing the student to register for courses. The primary advisor should make every attempt to ensure the advisee's requested courses are consistent with the recommended course sequence.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to make course recommendations.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to grant clearance.

Transcripts

Only the student may request a transcript from the Office of the Registrar. The request must be made in writing to the Registrar's Office. Transcripts are processed on Friday.

Transcripts bearing the College's seal and Registrar's stamp are official transcripts and are generally sent institution to institution, to employers, or to scholarship competitions unless noted otherwise. Sometimes, an official transcript must be affixed to the scholarship or certification examination application. Transcripts without the official stamp are unofficial.

Primary advisors and academic counselors may request an unofficial transcript for advising purposes.

Waiver and Substitution

When a student has taken a course at another accredited college that is comparable in content and objectives to a course offered at United Tribes Technical College, the transfer course may be substituted for the UTTC course in the degree plan. For many courses, the congruence is obvious; that is, the State Common Course Numbering system is utilized. The Registrar makes the substitution when accepting the transcript. UTTC courses satisfied by transfer credits will be marked "Met" and indicated "Transfer Credits." Generally, it is necessary to execute a substitution form only when the course in question is part of the sequence required for a specific major.

In other instances, the similarity is less apparent and the primary advisor determines through dialogue with the student and review of course syllabi or school catalogues that a previously taken course is sufficiently similar to UTTC course that a former can be substituted for the later. In this case, the primary advisor completes a Transcript Evaluation form with documentation attached, and sends it to the Registrar for final approval. On completion of the approval process, the Registrar enters the transfer course on the degree plan in place of the course for which it is substituted. The Registrar notifies the primary advisor of final decision.

The student, in collaboration with the primary advisor, may request waiver of a required course. Rationale for the request should include a statement of past experience or course work of the student which renders the particular requirement moot and, perhaps, unnecessary to meet the level of competency expected in the major. The request must receive the concurrence of the Dean of Academic and Vocational Programs. The concurred request then proceeds to the Registrar for approval and processing. The primary advisor should make every attempt to advise the student to take a course that further develops their skills. For example, many of UTTC's students have adequate computer skills and may, in fact, demonstrate basic competencies. This student would benefit by meeting their Technology requirements in a higher-level computer technology course, which will challenge him/her and fulfill the institutional requirements.

Withdrawal or Departure

The Office of the Registrar is responsible for dropping all courses upon notification of a student withdrawal or departure from the College. The Registrar Office will notify the Department Chair of such action taken, who will, in turn, alert the appropriate instructors. The system serves adequate notification.

Other College Policies

Refer to the College Catalog and Registrar's Office.

SECTION IV: EARLY-ALERT INTERVENTIONS AND RETENTION

United Tribes actively engages in retaining students by utilizing a multidisciplinary level of student retention strategies.. The organization strives to retain 85% of its students. The College is very proud of its retention rate, and it takes everybody to realize this level of success. The College is challenged however, to meet and exceed the Department of Education key performance indicators. United Tribes Technical College's successes are, in part, realized by everyone's intense attention given to the following activities.



Every advisor should have a copy of the DOE key performance indicators. This document is available on the Share Drive under Academics, Career and Technical Education (View). This document may also be located on the Advisors Resource Group webpage with my.UTTC.edu.



Every advisor should have a copy of the College's Retention Plan. This document is available on the Share Drive under Academics, Career and Technical Education (View). This document may also be located on the Advisors Resource Group webpage with my.UTTC.edu.

Attendance and Absences

Every course instructor is expected to keep their attendance table current. Absences must be reported to the Registrar at mid-term and end-term with grades. Instructors should update the attendance table after each class. .



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to set up the course attendance table.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to maintain the course attendance table.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to report absences with mid-term and end-term grading.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how pull Attendance Reports available to advisors.

The Retention Plan details the multidisciplinary approach to monitoring student attendance. Key individuals have access to the various reports according to the role, responsibility, and need.

The Advising Module Manager manages the absence reports in collaboration with the Enrollment Management Services Director and system administrator. The Administrative Council of Vice Presidents considers this action mission critical and central to the student's academic success. Any instructor who does not manage the course Attendance Table may experience disciplinary interventions from the appropriate Vice President. This is a condition of instructor-capacity employment.

Advising actions taken are documented in the Notepad system. Key individuals have access to the Notepad functionality; it is used as a communication and tracking tool as related to advising students for academic success. The Notepad documentation should remain brief. It should not contain any detailed explanations whereby the student's right to privacy may be inadvertently violated.



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how document advising actions taken.

The issue of attendance and academic success fits squarely within the Retention Plan strategies. Advisors should be well aware of the Attendance Policy as published in the Student Handbook. The following flowchart illustrates the process.

ATTENDANCE

Instructors maintain their Attendance in current status.

Publicly reward and recognize all students with perfect attendance at semester-end. Or, the following consequences are experienced.

8 hours absent and failing one or more classes.

- Instructor alerts advisor (Alert A) and/or Department Chair (designated person) monitors student absence records.
- Advisor calls meeting (Alert N) with student
- Student, advisor, and instructor(s) meet
- Intent: Minimize student's need to miss class and identify a plan for success.
- Document the findings, resolutions, plans, and agreements reached. All individuals sign the documentation. Update the Notepad documentation.

16 hours absent and failing one or more classes.

- Advisor alerts designated counselor at Center for Student Success (Alert B)
- Counselor and/or Department Chair Advisor schedules a student meeting (Alert N)
- Counselor, advisor, student, and concerned instructors meet.
- All documentation from previous meetings with the student is brought forward.
- Intent: Discuss the seriousness and progression of the matter. Student's success is at-risk. Find resolution to the student's realities, which are causing him/her to be absent from class. Find resolution to academic performance issues. Identify a plan for success. Incorporate close monitoring into the plan. Drop course(s) as necessary.
- Document the findings, resolutions, plans, and agreements reached. All individuals sign the documentation. Update the Notepad documentation.
- Continue to closely monitor.

32 hours absent and failing one or more classes.

- Academic advisor and CSS Counselor in collaboration with the student, if possible, determine the student's best option for continued enrollment in the current semester.
- Intent: Discuss the student's situation. Decide: 1) continue monitoring with a strengthened plan for success or 2) initiate a departure.
- Academic Advisor initiates withdrawal form as deemed appropriate.
- Notification of outcome is made available to key individuals using the Notepad functionality.



See the procedural document available on the LMS Instructors Resource Group webpage within my.UTTC.edu for how to initiate a voluntary and involuntary withdrawal on behalf of a student.

Semester End

Student's Academic Performance is recorded

- Hope: Student passes all courses
- Otherwise: Student is placed on academic & financial aid probation or suspension according to College policy.

Report Alerts to appropriate departments

Every United Tribes Technical College faculty, staff, and administrative member has the duty and responsibility to alert the appropriate service. An alert simply means that someone has asked another individual to help support the student for success. Alerts are entered into the system confidentially and by code. Alerts appear on faculty, staff, and administrative “to do” lists as they are received. Everyone must monitor his or her “To Do” tasks. When an alert is received, sufficient communication must happen with supportive documentation obtained and kept in the appropriate file. The individual receiving the alert then “closes” it; the alert is considered completed once this indication is given. The system documents actions taken in a FERPA compliant manner. Under no circumstances shall confidential information be documented in the “notepad.”



See the procedural document available on the Advisors Resource Group webpage within my.UTTC.edu for how to manage your ToDo Tasks.

Advising Alert Actions:

- A = 8-hour Absence
- B = Center for Academic Success Counselor
- C = Housing
- D = Financial Aid
- E = Chemical Health (addiction evaluation and services)
- F = Student Support Services (tutoring services)
- G = Student Support Services (learning disabilities services)
- H = Athletic Director
- I = Student Account Representative (hold financial aid disbursements)
- J = Enrollment (course add/drop status or late enrollment concerns)
- K=16-hour Absence
- L = 32-hour Absence
- M = Administration (VP level documentation)
- N = Student Health
- P = Placement Services
- S = Security/Disciplinary Hearing Action
- AVMEET=Advisee Meeting

Make Referrals to Appropriate Departments

Every United Tribes Technical College faculty, staff, and administrative member has the duty and responsibility to refer to student to the appropriate service. A referral will most likely follow an Alert; a referral may be the outcome of an alert. When a referral is received, sufficient communication must happen with supportive documentation obtained and kept in the appropriate file. Referrals may be accomplished using a specific form as designed by the service department, or referrals may be accomplished via verbal or written communication. The system tracks the actions. Again, no confidential documentation should be mentioned in the “notepad.” Individuals working with the student need to know adequate services are in place. Not everyone involved needs to know the specifics about the student’s situation.

Types of Referrals

1. Academic Services Center
 - a. Tutoring
 - b. Learning Disabilities evaluation and services
2. Career Development
 - a. Placement Advising
 - b. Transfer Advising
 - c. Resume' Assistance
3. Center for Student Success
 - a. Academic Counseling
 - b. Personal Counseling
 - c. Grief Counseling
 - d. Support groups
4. Chemical Health Center
 - a. Drug and alcohol abuse evaluation
 - b. Addictions Counseling
 - c. Recovery and support groups
5. Student Health Center
 - a. Health care evaluation and services
 - b. Transportation to I.H.S. facilities
 - c. Further referral to external services, as deemed appropriate
 - d. Situations of injuries and assaults
 - e. Sick child daycare
6. Financial Aid Office
 - a. PELL grants
 - b. Financial needs
 - c. Scholarships and grants
 - d. Work study programs
7. Transportation
 - a. Regular routes
 - b. Special needs
8. Hearing Officer
 - a. Disciplinary intervention, as deemed appropriate
9. Security
 - a. Domestic violence concerns
 - b. Special needs for protection concerns
 - c. Theft or destruction of property
10. Educational
 - a. Vocational changes (outgoing advisor refers to the new advisor)
 - b. Dean of Academic and Vocational Programs (special considerations)
11. Childhood Education
 - a. Child care needs, either day care or elementary school issues

Staffings and Hearings

The Center for Student Success (academic & personal counselors) will schedule student staffings for disciplinary purposes. Documentation of the event is placed in the Notepad system. Every effort is made to inform the individuals with a need to know a) the staffing or hearing is scheduled and b) the outcome of the staffing or hearing.

Other Advising Notes

- New faculty advisors should co-advise and register students with their mentor or other experienced faculty the first year.

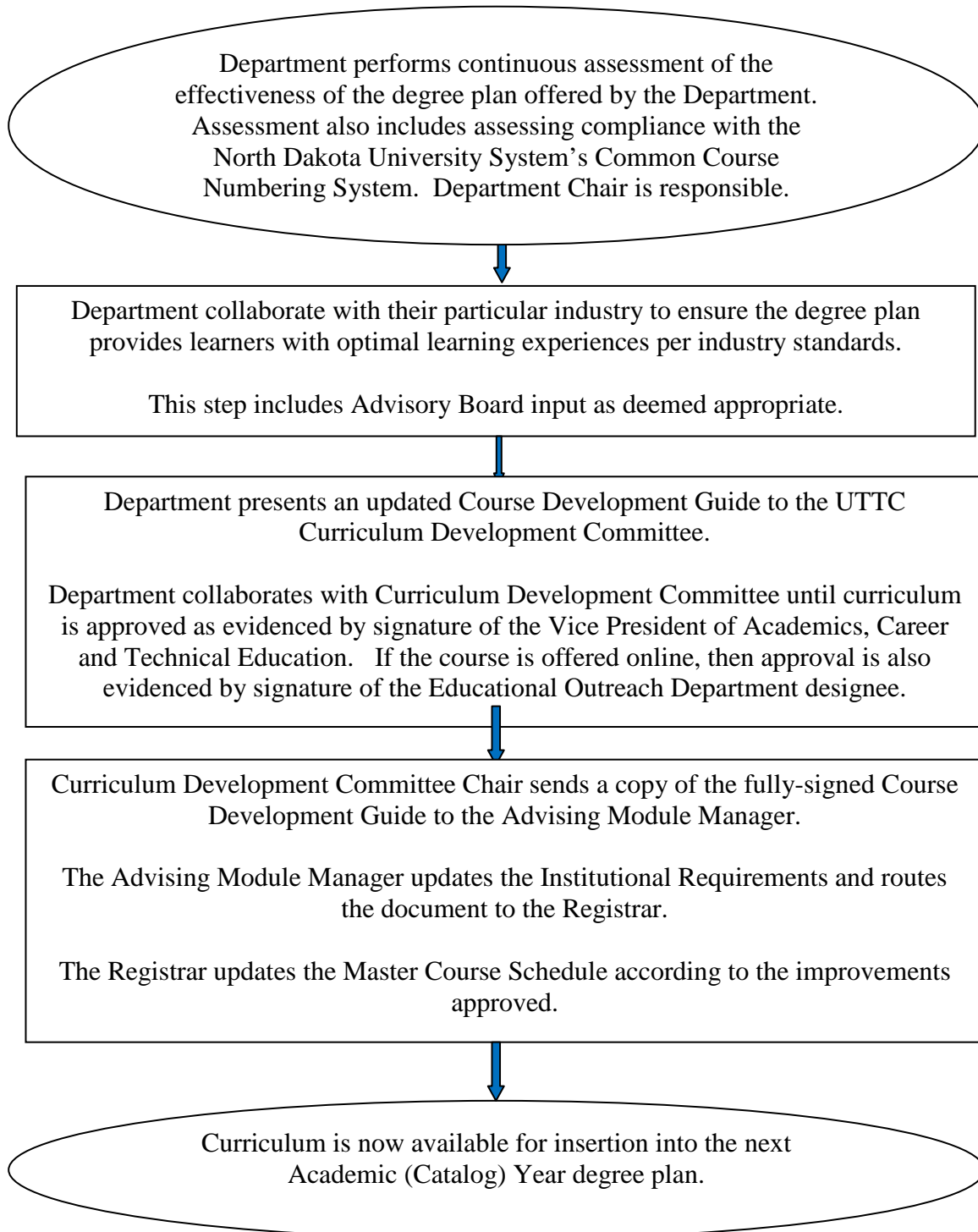
Seek assistance if you have questions:

- Instructor associated with a particular course;
- Another academic advisor
- Vice President of Academics, Career and Technical Education
- Registrar
- Admissions
- Student Accounts
- Vocational Counselor
- Anybody you think might be helpful
- For technical difficulties call Karla Nordyke or Doug Quinn

SECTION V: Curriculum Matters

Curriculum Updates

The following process is followed to maintain the integrity of UTTC's academic, career and technical curriculum:

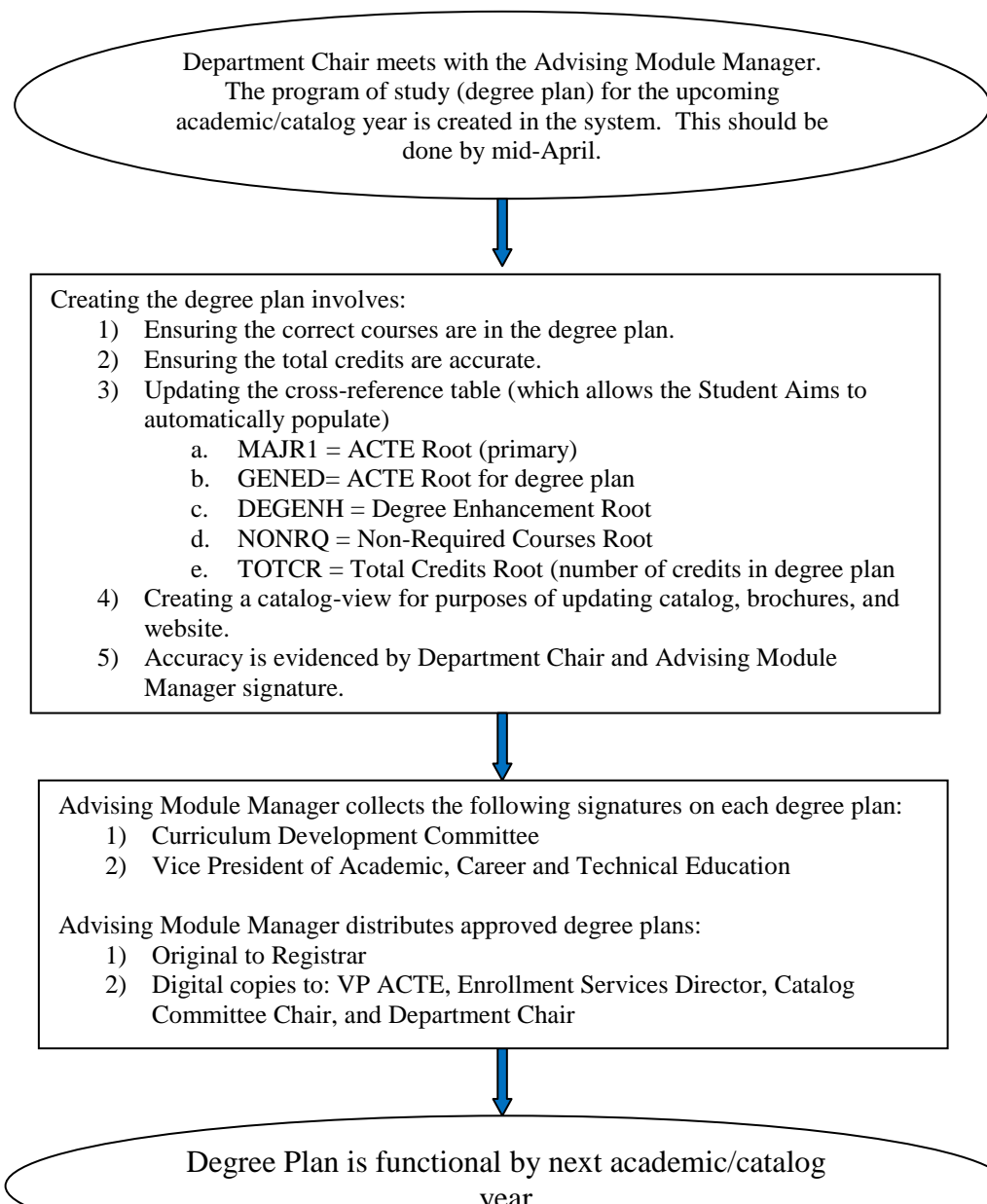




Department Chairs are responsible to maintain their program curriculum sufficient to support learners' acquisition of industry entry-level skills and competencies. As shown above, curriculum improvements are processed through an approval process, beginning with the program's advisory board and ending with ACTE-VP approval. Department Chairs are responsible for processing all needed curriculum improvements by the Friday following the end of Spring Break (approximately mid-March).

Degree Plan Updates

Once all curricula is processed and approved, the Department Chair and the Advising Module Manager need to meet to create the degree plan for the upcoming academic/catalog year. The Curriculum Committee Chair, academic vice president, and the UTTC Registrar approve each academic year's curriculum and degree trees. The next academic year curriculum and the UTTC Catalog are updated by May 1 or no later than the beginning of the next academic year. This process is shown here:



Career and Technical Educational Requirements

Each Major, by Degree, consists of the required, core career and technical education courses and the required general education courses.

Degree Plan Structure (Student Aims)

Each CTE degree plan (institutional requirement) involved five parts, as follows:

- 1) MAJR1 -- The advisee's first declared major. Examples: HITAAS, ECEAAS, or ARTCERT. This part of the institutional requirement is "Primary." This root of the degree "tree" contains the core, CTE courses required to receive a degree in this program of study. Student must meet all requirements.
- 2) GENED -- The General Education requirements for the associated vocational major. Examples: HITAASGE, ECEAASGE, or ARTCERTGE. This root of the degree "tree" contains the general education course requirements required to receive a degree in this program of study. Student must meet all requirements.
- 3) DEGENH -- Enhancement Degree Courses -- Every UTTC student has the right to take a maximum of 12-credits in their AAS degree experience. These courses are approved by the Advisor. Please refer to the College Policy located in the Catalog.



See the procedural document in the Advisors Resource Group for how document a degree enhancement course.

- 4) NONRQ -- Non-Required Courses -- Any courses taken by the student that do not meet a degree plan requirement will be displayed in the area of the advising worksheet or degree audit.
- 5) TOTCR -- Total Credits -- the total number of credits required in the degree plan.

The advisee's degree plan corresponds to the Academic Year in which the advisee enrolls into the educational plan. Student must meet this requirement to complete the degree plan.

General Education Requirements: General Comments

- General Education courses are offered every fall and spring semester. Some courses are offered during summer semester.
- Requirements should be completed prior to the end of a student's final semester. Recommendation: Make every attempt to avoid the situation where a student needs a course in a post-commencement summer semester to complete his/her degree plan. Especially avoid advising the student toward needing to complete a general education course best suited for their first semester/year of study; such as Wellness and Healthy Living or Intro to Computers or First Year Experience Seminar, etc.
- Place the advisee in a course, which, after discussion, provides the advisee with the optimal learning experience considering his/her interests and existing knowledge.
- Consider the advisee's needs when he/she plans to pursue a 4-year educational program. Attempt to arrange as many transferring credits as possible.
- A General Education course may not be used as both a major requirement and a General Education requirement. The degree plan is structured effectively.
- Academic advisors should always consider an advisee's ACT or ACT COMPASS scores when recommending courses.



See the procedural document in the Advisors Resource Group for how review a student's assessment scores and make appropriate course placement recommendations.

- Some higher-level courses have prerequisite requirements which must be met prior to enrollment into the course unless the instructor authorizes their enrollment into the course.

Humanities and Native American Studies

- Three (3) credit hours minimal requirement. May vary depending upon CTE degree plan.
- Prefixes for courses are HUM and NAS
- Most bachelor-degree educational organizations require 3-credits of Fine Arts (Tribal Arts, Stained Glass) in addition to 3-credits of Humanity studies.

Social and Behavioral Sciences

- Three (3) credit hours minimal requirement. May vary depending upon degree plan.
- Prefixes for courses are primarily PSY and SOC. ECO (Micro/Macro Economics) and one Criminal Justice course are also recognized in this group.
- Most bachelor-degree educational organizations require 200-level courses.

Communications: English and Speech

- Six (6) credit hours in communication skills are minimally required: Three (3) oral communications [COM 110 – Speech] and three (3) written communication [ENG 110 – Composition I] are minimal requirements. May vary depending upon vocational degree plan.
- Prefixes are COM and ENG.
- The Higher Learning Commission (formerly North Central Accreditation) recommends ENG 110 as the minimal course to meet the AAS Degree plans. Therefore, any UTTC student must have ENG 110 or higher completed to be eligible for graduation.
- Advisees enrolled in Certificate program may enroll in a lower English course; however, it will not meet the needs of an AAS educational plan. Certificate degree plan must include 3-credits of English.
- Most bachelor-degree educational organizations require 200-level courses.

Mathematics

- Three (3) credit hours of Mathematics are minimally required [MTH 101 – General Math]. May vary depending on vocational degree plan.
- Prefix: MTH
- Consider the advisee's needs when he/she plans to pursue advanced educational program. Attempt to arrange as many transferring credits as possible. College Algebra (4-credits) is the minimal math requirement at most bachelor-degree educational organizations. Advisee may need to take several math courses to become prepared for the rigors of College Algebra; academic advising is very important to support student success.

Sciences

- UTTC does not require a student to complete a Science course requirement for an AAS degree.

- There are CTE majors, however, that do require Science courses for their degree program. Student must complete these requirements to be eligible for graduation from that degree plan.
- Science prefix: BIO, SCI, SOI. Most Science courses have a Lab requirement; 4-credit courses.
- Advisees registering for Anatomy and Physiology (BIO 221 and 222) courses should also be registered into the structured study group courses (BIO 095 and 096) to further support success. Advisors and advisees should also discuss concurrent registration into Medical Terminology courses (HIT 101 and 102), which are designed to parallel the A&P content by chapters and body systems covered. Advisees with low Reading ACT COMPASS scores should be placed into Cell Biology prior to BIO 220.

Foundations and Fitness

- Four (4) credit hours of Foundations and Fitness are minimally required: [FND 107 – First Year Experience Seminar; FND 207 – Career Success; and GCA 103 – Wellness and Healthy Living]. Some majors also require First Aid.
- Academic advisors should encourage students to take physical education (GPE) courses to promote the College’s Wellness Plan initiatives. GPE courses may be used as a Degree Enhancement course.
- FND 108 – Success Strategies for Online Learners may be taken in lieu of campus-based FND 107 and GCA 103. This course is recommended prior to (or concurrently) placing any student into an online course.
- Prefixes: FND, GCA, and GPE
- First Year Experience Seminar, Wellness and Healthy Living, and/or Success Strategies for Online Learners are recommended courses for an advisee’s first semester.
- Career Success is recommended for an advisee’s last semester.

Technology

- Three (3) credit hours of Technology are minimally required: [CSC 101 – Introduction to Computers]. May vary depending on major degree plans. CSC 101 is required at every educational organization within the ND University System.
- Prefixes: CSC
- Most bachelor-level educational organizations require 2 computer technology courses.
- Advisors and advisees should discuss the appropriate technology course best suited to their CTE skills development as expected by the career industry standards.
- Campus-based online learners should take the Intro to Computer course prior to placement in any online course.

Credit Hours

There are three types of credits at United Tribes Technical College.

- **Lecture** -- Lecture credits are appropriate for courses where the content is delivered via traditional lecture methodology.
- **Lab** – Lab credits are appropriate for courses involving hands-on learning activities.
- **Professional Practice Experience (PPE)** – PPE credits are appropriate for courses involving experiential learning opportunities, such as clinical and internships.

A course may have a combination of credit hours, as approved by the UTTC Curriculum Committee.

Contact Hours

Contact hours are directly proportional to the type of credit.

- **Lecture** – Lecture hours provide for a 1:1 ratio: one contact hour for one credit. 15-semester hours equal a 1-credit course; 45-semester hours equal a 3-credit lecture course.
- **Lab** – Lab hours provide for a 2:1 ratio: two contact hours for one credit. 30-semester contact hours equal 1-lab credit.
- **Professional Practice Experience** – PPE hours provide a 3:1 ratio: three contact hours for one credit. 45 PPE contact hours equal 1-PPE credits. A 3-credit PPE course will provide 135-contact hours throughout the semester.

Time Management

The general rule of thumb for academic success recommends a student to plan for 2-hours out of class time for every 1-hour in class (using contact hours). Advisors should discuss with advisees their time commitment and recommend courses carefully.

Consider this example which involves a student registered in a 15-credits semester where each of the different credit types (contact hours) will be experienced.

Course	Credit-Hours	Contact-Hours (In-Class) each week	Out-of-Class Time Needed each week (2X)	Weekly Commitment *
1	3 lecture	3	6	9
2	3 lecture 1 lab	3 2	6 4	9 6
3	3 lecture	3	6	9
4	2 PPE	6	12	18
5	2 lecture 1 lab	2 2	4 4	6 6
Total	11 lecture (1:1) 2 lab (2:1) 2 PPE (3:1) 15 total credits	11 4 <u>6</u> 21 in-class hours/week	22 8 <u>12</u> 42 out-of-class hours/week	33 12 <u>18</u> 63 hours/week needed for academic success

It is critical to consider the student's extracurricular activities, family responsibilities, work demands, and other realities. It is also critical to advise the student to have time for healthy activities that will promote academic success (diet, exercise, prayer, and relaxation).



A survey of enrollment data for Academic Year 2006-2007-2008-2009 clearly indicates a student enrolled in more than 12 credits their first semester is much less likely to complete all their credit hours. As credit hours increase, successful completion and term grade point average decrease in the first semester of enrollment.

Course Syllabus

The syllabus is considered a contract with the student. This document is referred to in many instances: advising, counseling, learning disability evaluations and services, staffing, hearings, and administrative reviews. The syllabus is a useful tool in the provision of tutoring services or other academic assistance, as well.

United Tribes Technical College policy mandates that every program develop a syllabus for every campus-based and online course in a manner compliant with identified best practices. Every course must have current approval from the UTTC Curriculum Committee Chair, the academic vice president, and, for online coursework, from the Center of Educational Outreach director.

Each syllabus should include:

- Instructor information: name and title, office location, access to office, office hours, telephone and fax numbers, email, and mailbox location.
 - The instructor should not share their home telephone number on the syllabus.
 - The instructor should share an alternate email address, in case the uttc.edu system is down or otherwise can't be accessed (instructor travel, for example).
- Required and recommended textbooks: author, title, edition, publisher, ISBN number.
- Learner Resource Materials: recommendations and access procedures
- Resources: vocational software and access procedures
- Course objectives
- Course Schedule, including assignments, learning activities, and projects cross-referenced to course objectives.
- Evaluation/grading system, including descriptions of performance assessments and scoring guides, goal attainment guides, and course expectations.
- Course policies: attendance, due date violations, academic integrity, classroom climate, student conduct, course procedures, professionalism, student work, access to College policies and Student Handbook, curriculum requirements and essentials, and other information as deemed appropriate and approved by HIT Advisory Board, HIT Program, and UTTC Dean of Academic and Vocational Programs.
- Disability Statement, according to College Policy (being developed)

SECTION VI: SECURITY AND PRIVACY

Privacy

Privacy is a right that embodies the information about an individual person. People have a Constitutional Right to protect their privacy. It is everyone's responsibility to ensure each person's legal right to privacy is upheld.

Confidentiality is a condition that applies to an individual's private information being told to another second person by the individual. Confidentiality implies a trust relationship. That is, advisees share their private information with academic advisors trusting it will remain private.

Security is a safeguard that protects an individual's private information from people who do not have a right or need to know it.

If security fails, a breach of confidentiality may occur, and privacy of the individual may be violated. The individual who caused the breach, their superiors, and the College including the Board of Directors may

be held liable. Tort law maybe a reality if harm is caused as a direct result of the breach; treble damages may be imposed to those liable.

Always practice Good Faith efforts and remember that any person to whom information is communicated must a) be authorized to receive the information and b) have a valid need to know such information. When in doubt, ask the student for authorization to release confidential information and error on the side of safety. Always employ FERPA rules.

FERPA (Family Education Rights and Privacy Act)

Under the terms of FERPA, United Tribes Technical College has established the following information as Directory Information. This information may be released to those requesting it unless the student has directed us to not share Directory Information.

Always practice Good Faith efforts when asked a question about a student. Always check the system first to see if the student has directed College employees to not share Directory Information. Students are given the opportunity to restrict Directory Information each year



If the student restricts the release of Directory Information, a notation is placed on the student's record and no information can be released on that student without student authorization. The appropriate faculty/staff response in this case is: "There is no information available on that person."



See the procedural document in the Advisors Resource Group if you are not sure how to verify the student's preference regarding the disclosure of Directory Information.

Directory Information:

1. Student Name
2. Local Address/Phone
3. Permanent Address/Phone
4. Email address
5. Campus Cruiser login
6. Data and Place of Birth
7. Hometown
8. Degrees and Awards Received and Dates
9. Dates of Attendance (Current and Past)
10. Full or Part-time Enrollment Status
11. Participation in Officially Recognized Activities
12. Participation in Officially Recognized Sports
13. Weight/Height of Member of Athletic Teams
14. Most Recently Attended Education Institute
15. Major Field of Study
16. Academic Level
17. Residency Status
18. Photographs

The following protected academic information may not be released without written consent of the student: Grades, Social Security Numbers, Ethnic Background and Student Schedules may not be released to anyone other than the student and NEVER over the phone. Advisors should have a system designed to receive student authorization; for example, a form the student signs or a log-book showing the student's signature. Whatever the system used, the student authorization needs to document the following items:

- Student
- Information disclosed
- Recipient of information
- Purpose
- Date
- Student Signature
- Date and Time Information was disclosed



See the Advisors Resource Group for samples/examples.

For more information see the following:

- Student Handbook
- College Catalog

Any questions concerning FERPA may be referred to the Office of Registrar. Every advisor is recommended to have a full copy of this law.



FERPA violations may require College action. Observations of violations are to be reported to the Registrar.



See the procedural document in the Advisors Resource Group for how to report a FERPA violation.

Every student signs an Authorization to Release Confidential Academic Information in the Registrar's Office. This authorization allows UTTC employees to have good faith conversations as deemed appropriate to promote student success and are within the normal course of business as defined by procedure, job description, roles, and responsibilities.

Normal business practices are described, as follows:

- Provide learner with progress reports and academic performance, including current grades, to promote student success and quality academic advising.
- Provide learner with assignment feedback to promote knowledge acquisition and quality academic advising.
- Prepare and complete, per learner's request, any letters of recommendation and support for scholarship and employment applications and activities.
- Mention/recommend learner to student recognition organizations recognized by the United Tribes Technical College.
- Hold confidential communications with other instructors, academic advisors, counselors, and administration as deemed appropriate to support student success.

- Continuous quality improvement activities relating to college and program goals, instructor, course/curriculum, and program effectiveness, including key performance indicators.



Any need to communicate confidential information for reasons other than described above will require a specific learner authorization. For example: Discussion with the learner's JOBS/TANF or Voc-Rehab case manager.

E-Mail Protection

Every electronic communication containing confidential information shall have the following, approved notice placed in a visible location. Confidential information shall be an attachment whenever possible. It is suggested the confidentiality notice be copy/pasted into an e-mail message so it is located/visible first in the view.

“CONFIDENTIALITY NOTICE: This e-mail message is for the sole purpose of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, distribution, or copying is prohibited. If you are not the intended recipient, please contact the sender by replying to this e-mail and destroy/delete all copies of this e-mail message.”

Facsimile (Fax-machine) Protection

Every electronic and facsimile communications containing confidential information shall have the following, approved notice placed in a visible location. Confidential information shall be an attachment whenever possible. It is suggested the confidentiality notice be copy/pasted into an e-mail message so it is located/visible first in the view.

“CONFIDENTIALITY NOTICE: The documents accompanying this telecopy transmission contain confidential information. It belongs to the sender, and it is legally privileged. This information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or action taken in reliance on the contents of these documents is strictly prohibited. If you have received this telecopy in error, please notify the sender immediately to arrange for return of these documents.”

HIPAA (Health Insurance Portability and Accountability Act (HIPAA))

The Health Insurance Portability and Accountability Act (HIPAA) additionally apply to various college services. HIPAA allows disclosure of protected health information without patient authorization for purposes of a) payment, treatment, or organizational operations as defined by HIPAA. There may be additional privacy laws applicable.

Advisors refer students for appropriate services. Communication between the health care entity and the academic advisor is within the organizational operations insofar as that communication is serving to support academic success.

The student needs to grant permission (authorize release) to the health care entity before any disclosure of protected health information is shared for any other reasons. Further clarification is available by the Student Health Center's designated Privacy Officer.



When health information is placed within a student's educational record, then the health information becomes legally bound to FERPA mandates, as well. For example, filing a copy of a student's medical documentation supporting excused absences for a period of time makes protected health information a part of the student's academic record and invokes FERPA.

Good faith efforts are critical. It is best practice to obtain the student's consent prior to any discussion with health care provider by the advisor.

Security

Every individual must own the responsibility to physically protect confidential information.

User name and password protections

User name and password protections are set to ensure the student's right to privacy is upheld. Advisors are encouraged to practice due-diligence in the area of managing their user name and passwords.



NEVER SHARE YOUR PASSWORD!

Every advisor is assigned a unique user name and password. This combination of security codes permits individual access to the system. The system administrator controls the system rights and permissions. Individual users are granted rights and permissions on a "need to know basis" according to their job description. That is, advisors are granted access to the system according to their role with the system. The system administrator has set parameters that make us change our password on a time schedule.

Passwords should change often and are designated to avoid correct guesses and under no circumstances should any password be shared. The system will suspend the user account after (a set number) of attempts/days to login with an incorrect password. The access code will automatically time out of the workstation after 15 minutes of non-use, as well.

Advisors are encouraged to change the password in all systems when the network access password must be changed. All systems include: Jenzabar, my.UTTC.edu, and any other systems you may have.



See the procedural document in the Advisors Resource Group for how to change your password in Jenzabar and my.UTTC.edu.

Login and Log-Out practices

Individuals log into the UTTC network, Jenzabar, and my.UTTC.edu (JICS) using their unique user name and password codes. Under no circumstances shall an individual share his/her user name or password with another individual.



See the procedural document in the Advisors Resource Group for how to receive your user name, password, and proper permissions.



Individuals should log out of the system immediately upon the task being completed. Under no circumstance shall an individual walk away from his/her workstation with the system open. This level of security is important for two reasons: 1) another individual may decide to look at something they would not otherwise have access – resulting in privacy violation and 2) every entry is tracked to the individual by the user name and password. Users are accountable to what they've entered into the system.

Screen/Monitor protection

Every effort should be taken to protect confidential student information. Advisors should exercise care in regards to protecting the information viewable on the computer monitor/screen. Under no circumstances shall an individual walk away from his/her computer with confidential information displayed. Under no circumstances shall an advisor leave confidential information displayed on the screen when an advisee comes into their office. Minimize the view if you are in a position to physically protect access to the information. Close the application if you are leaving your office. It is further recommended that computer users establish a password-protected screen saver for their computer screen. The screen saver should initiate after 3 minutes of inactivity.



See the procedural document in the Advisors Resource Group for how to set a screen saver password protection.

SECTION VII- The Tools -- Jenzabar EX and JICS

Advising Module Manager/Administrator

There are two individuals with administrative permissions granted to do everything in the Advising Module. Karla Nordyke serves as the Advising Module Manager. She is responsible for the configuration of the Advising Module. The UTTC Registrar, Joetta McLeod, also has administrative permissions. She is responsible for collaborating with the Advising Module Manager and for validating the Registration Module updates the Advising Module.

Primary Advisors

The Department Chair of each academic area serves as the Primary Advisor, unless otherwise communicated to the Module Manager. Each area has at least one additional advisor to serve students. Students are served best if each vocation has at least two advisors available. Primary advisors have systems permissions granted which allow them to assign an advisee to an advisor and to maintain a student aim (degree plan). They have permission to make changes student academic information in the Advising Module. Primary advisors have permission to change a student's addresses, telephone, email address, and other contact information as reported to them by students. They cannot perform any configurations. They also have permission to register students and enter grades (including student absences) using the Registration Module.

Academic (AAS)/Major AIM	Primary Advisor
Allied Health: Health Information Technology	Karla Nordyke (chair)
Allied Health: Community Health	Karla Nordyke
Art/Art Marketing	Wayne Pruse (chair)
	Colleen Bredahl
	Shawn Holz
Automotive Technology	Dale Pletan (chair)
	Scott Graeber
Business Management	Carol Anderson (chair)
	Amber Mathern
Business & Office Technology	Kathy Aller (chair)
	Patrick Becker
	Dorvin Froseth
Computer Information Technology	Jeff McDowell (Chair)
	Jay Wheeler
Criminal Justice	Mark Wallevand (chair)
Medical Transcription (ExactMed)	Lynelle Lawler (chair)
Nutrition & Food Services	Annette Broyles (chair)
	Jill Keith
Practical Nursing	Evelyn Orth (chair)
	Sharon Zwinger
	Kim Dixon
Pre-Engineering	Grace Bulltail
Teacher Education Unit	Lisa Azure (chair)
	Leah Hamann
Tribal Environmental Science	Jen Janecek-Hartman (chair)
<u>Academic (Upper Division)</u>	<u>Primary Advisor</u>
Business Administration	Brenda Finn
Criminal Justice	TBA
Elementary Education	Lisa Azure

Secondary Advisors

The UTTC faculty and instructors, excluding adjunct, are defined as Secondary Advisors. This group of individuals has the responsibility to help students, but they cannot make changes to a student's degree plan. They have view rights to all the functions used by primary advisors. Secondary Advisors have permission to do one change in the system: report grades, including hours absent. Membership to this group is defined as faculty/instructors with a need to report grades and attendance and work with the student in an advisory capacity.

Adjunct faculty is given a JICS: LMS role with appropriate permissions to manage the course(s) for which he/she is responsible, including grade entry.

Staff Advisors

Academic counselors and designated administrative representatives will have access to student, academic information available through the Advising Module. This group has the responsibility to help students at

a higher level, but they cannot make changes to a student's degree plan. They have view rights to all the functions used by primary advisors along with having additional view rights available from the Registration Module as deemed necessary to advise students. Staff Advisors have permission to do one change in the system: assign an advisor to a student.

Staff Advisors

Position

Dr. David M. Gipp	President
Dr. Phil Baird	Vice President, Academic, Career & Technical Education
Ann Kraft	ACTE Administrative Assistant
Dr. Russell Swagger.....	Vice President, Student & Campus Services
Kathy Johnson	Assistant VP of Student & Campus Services
Dr. Stacie Iken	Director, Upper Division Program Development
Nathan Stratton	Associate VP, Enrollment Management Services
Allison Davis	Financial Aid Director
Sue Big Eagle.....	Financial Aid Advisor
Jeri Severson.....	Financial Aid Advisor
Betty Anhorn	Director, Center for Academic & Personal Counseling
Anita Charging.....	A&P Counselor
Mike Iken	A&P Counselor
Carol Walker.....	A&P Counselor
Annette Martel.....	Associate VP, Career Development & Placement
Daryl Bears Tail.....	Athletic Director/Coach

Adjunct Faculty

Adjunct Instructors do not have any group membership or function within the Jenzabar system. They have adequate information available to them through the course for which they are responsible. Therefore, they do have faculty role and permissions within the my.UTTC.edu (JICS) system. Adjunct faculty members are held responsible to manage their course(s) to the same extent as UTTC faculty members. They are also held responsible to provide alerts and participate in meetings, staffing sessions, and hearings as appropriate.

Off-Campus IVN Instructors

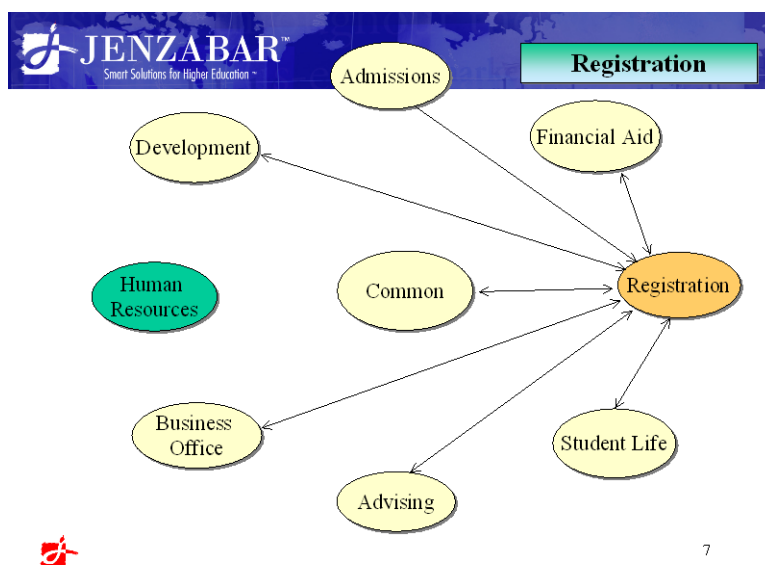
Some courses are taught at United Tribes Technical College via Interactive Video Network (IVN) methodologies. An off-campus instructor, whom most likely is an employee of another educational organization, teaches some IVN courses. These individuals do not have any group membership or function within the Advising Module or JICS. They have adequate information available to them through the course for which they are responsible. Off-campus IVN instructors are held responsible to report student grades, including absences, to Frank Bosch or Brian DeCoteau, the IVN Lab Coordinator. These instructors have advising responsibilities centered on student success in the course.

Academic advising is strongly supported by the Jenzabar and Jenzabar Internet Campus Solution (JICS) systems. The following illustration and explanations serve to communicate how the Registration and Advising Modules collaborate and support academic advising.



For further detail about each Jenzabar module that impacts academic advising please refer to the Faculty Users' Guide made available to you in the Advisors Resources Group.

Registration



The Registration module is critically important. As the communication lines above show, the module affects almost every aspect of the College's business. The Registrar is responsible for the accuracy of the data in the Registration Module.

The Registrar Office has ownership of the student record while he/she is enrolled in college. This Office and module also has ownership and control of these areas:

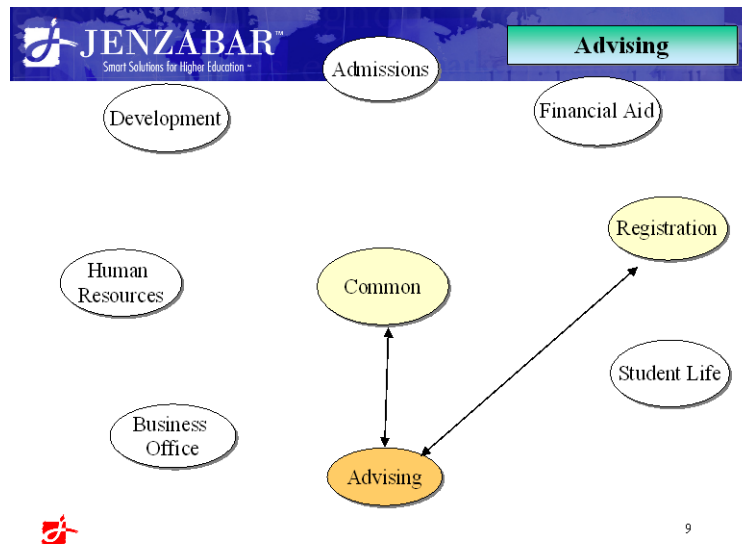
- Student record;
- Enrollment;
- Academic status;
- Master course schedule;
- Curriculum; and
- Student transcripts

Academic advisors have limited functionality (view only) in the Registration module. Primarily, advisors access the reports available in this module and we may view certain student and course information.



The Advisors Resource Page contains several procedures for performing academic advising services within the Registration Module.

Advising



The Advising Module communicates with the Registration Module through curriculum and degree plans. Refer to the Curriculum Matters section of this document for an explanation of how curriculum and educational plans are maintained for accuracy. The Advising Module Manager is responsible for the accuracy of this module. This responsibility is carried out in collaboration with the academic department chairs and the registrar office.

The Advising Module controls these areas:

- Courses (Institutional Requirements) by call number (ENG 110) and course name.
- Degree Plans (Student Aims)
- Degree Cross-Reference Tables

Academic advisors have access to Advising module functionality based on their academic role.

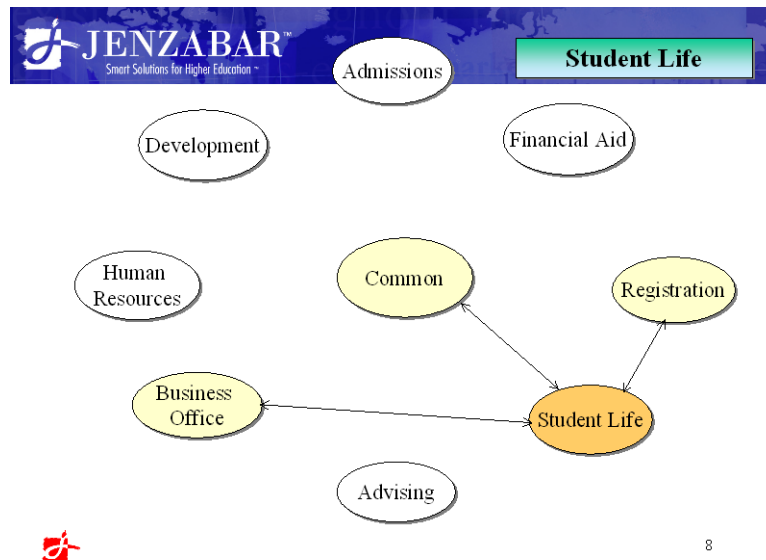
Advisors will use either the Jenzabar Advising Module or the Jenzabar Internet Campus Solution (JICS) to perform academic advising. JICS is a complete web-based system that interfaces with EX.

Advisees will use my.UTTC.edu (JICS Advising and Student Information) to access the information regarding degree plans and progress toward degree complete from anywhere there is Internet Access.



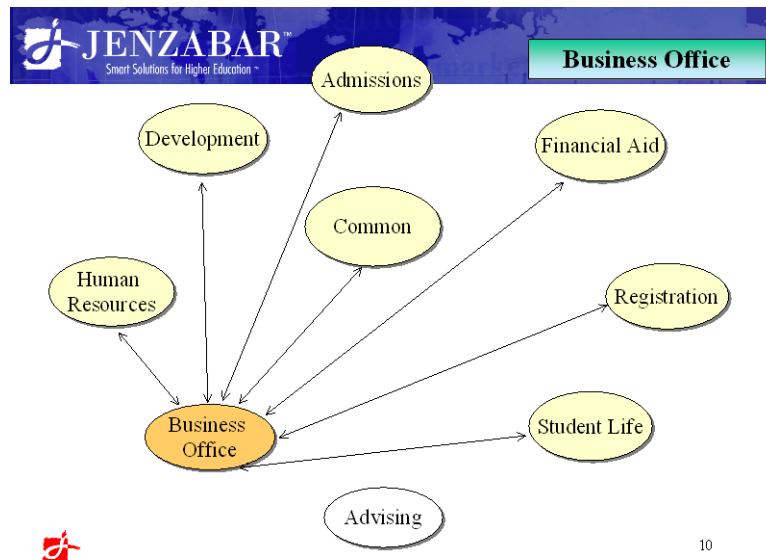
The Advisors Resource Page contains several procedures for performing academic advising services within the Advising Module and my.UTTC.edu (JICS Advising) systems.

Student Life



The Student Life Module is used to track housing, campus mailboxes and other services provided to students. It also has a function titled “Notepad”. This is an area that can be set up with tight security to document incidences by counseling, security or other sensitive areas of information.

Business Office



The Business Office Module is made up of four sub-modules: General Ledger, Accounts Payable, Accounts Receivable, and Purchasing. The Business Office Module communicates with all modules except Advising. It draws student charges from Student Life and Registration. It communicates with Admissions and Registration in terms of holds on student records due to outstanding bills or other financial situations. It communicates with Financial Aid for student budgets and any aid received. It

UTTC is transitioning the majority of its advising practices to JICS, including: online registration, meetings, academic progress monitoring, and admissions completion.

InfoMaker

This report writing system helps us extract data from the Jenzabar EX database. This allows users to organize and view the information collected in the EX system in a form that makes sense and is concise. InfoMaker provides a means by which users can access reports without needing to be able to create reports. The reports can be stored on a user's desktop. Anytime a user needs current information, the user need only double-click on the icon and the report will run with real-time data.

PowerFaid

PowerFaid is software developed and supported by the College Board. PowerFaid provides an interface between UTTC and the federal government financial aid database so the UTTC can have accurate and current information regarding individual student financial aid awards.

Module Managers

There are over 10,000 data tables in the Jenzabar EX database. All module managers are certified; they have completed the required training program. To maintain their certification, module managers have participated in ongoing training and system improvements. Any individual requesting information from the system is encouraged to discuss the need with the appropriate module manager who is responsible for assisting you with your needs.

<i>Module</i>	<i>Manager</i>
Student Accounts	Jessica Stewart (Bursar)
Admissions	Nathan Stratton (Admissions)
Advising	Karla Nordyke
Database Administrator	Doug Quinn (IT)
Development	Suzan Craig O'Connell
Financial Aid.....	Nathan Stratton
General Ledger and Accounts Receivable	Ryan Hertel
Human Resources	Barbara Little Owl
Non-Traditional	Jen Janecek-Hartman
Payroll and General Ledger	Donna DeArton
Project Manager.....	Doug Quinn/Russell Swagger
Project Sponsor	TBA
Registration	Joetta McLeod
Student Life	Sheri Baker

Conclusion

This document is a work in progress as primary advisors along with other student advisors continue to discover and share best advising practices. Suggestions and ideas can be emailed to Karla Nordyke for inclusion into this document.

Advising best practices improve continuously. Those improvements will become reflected in subsequent editions of the Student Advising Handbook.

Please watch for trainings offered throughout the year.

NOTES: