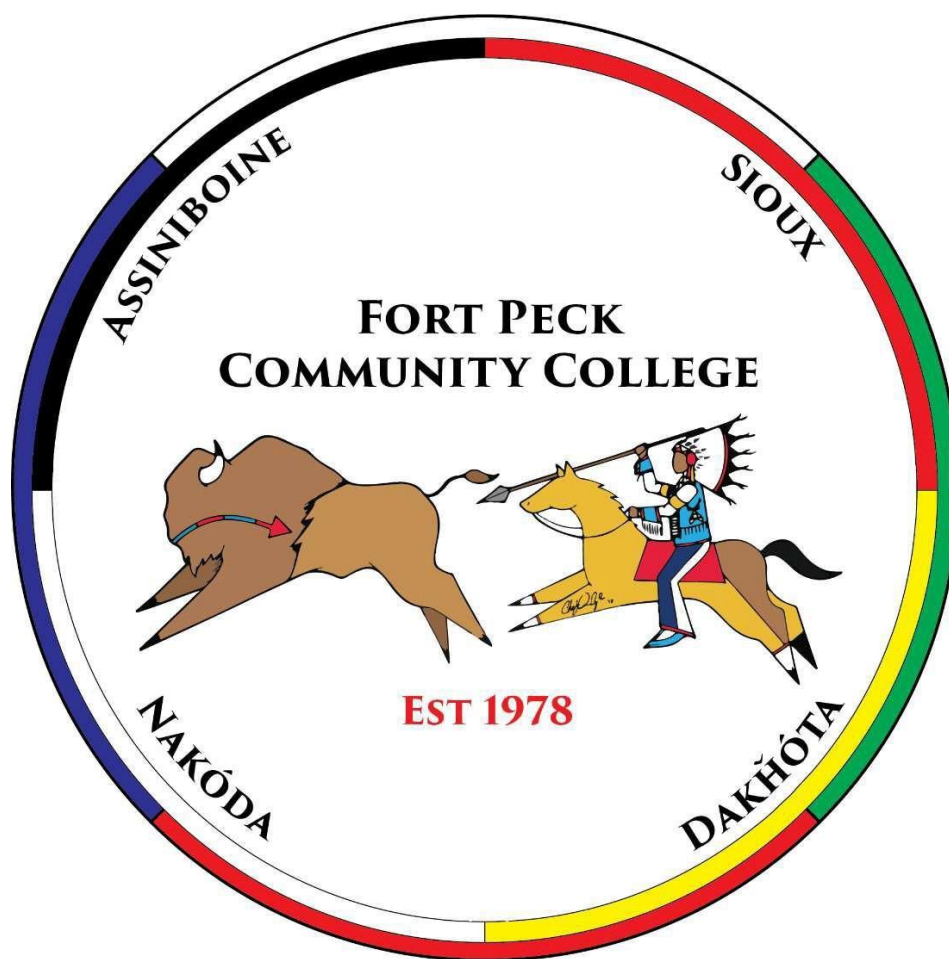




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Academic Instruction Mission Statement

The curriculum is designed to meet the needs of Fort Peck Reservation and northeastern Montana residents and serve as a medium of Indian awareness. The academic mission is enhanced through the following instructional activities:

General Education/Related Instruction - FPCC offers courses in six core areas, providing students with a balanced academic program and encouraging development in communication, computation, and human relations.

Occupational Education—The College offers an Associate of Applied Science (A.A.S.) Degree and one-year certificate programs are designed primarily but not exclusively to match student and employer needs. All degree and certificate programs were developed to provide technological and hands-on training to students who desire to enter the workforce or continue upper-division coursework at four-year institutions. Cooperative education and practicum experiences are available as credit courses.

Developmental Education - FPCC provides academic support services such as ABE and GED to students who need additional preparation before beginning college-level studies. Tutorial services are also available.

Continuing Education—*The College offers short-term courses, workshops, and seminars designed to enhance the lifelong learning, occupational, and technological skills of area residents. Workshops address a specific need and are consistent with the college's standards. Seminars* provide a forum for the exchange of ideas and information at an advanced level.

Transfer Education—*The College provides degree programs designed to facilitate transfer to four-year institutions. This objective is accomplished by meeting the transfer standards of the Northwest Accreditation Association and participating in the Montana University System's core curriculum.* Also, articulation agreements are established with the MSU units and neighboring colleges and universities.

Cultural Education - The College strives to provide opportunities for cultural enrichment through regular course offerings, seminars, workshops, and public presentations. In addition, the FPCC/ Fort Peck Tribal Library provides a wide range of print and non-print materials to support cultural activities, including research.

Section I-Academic Related Information

A. Course Schedules

The Academic Vice President and the FPCC Registrar prepare the schedule of classes to be offered each semester. After completing a rough draft, the schedule is distributed to each full-time and part-time instructor for review. Following faculty input, the schedule is finalized and distributed at least three weeks before classes start. The Academic Vice President may only cancel any class listed on the course schedule if sufficient enrollment exists.

B. Faculty Office Hours

Faculty prepare the schedule of faculty office hours each semester and turn it into the Academic Vice President for approval; this includes remote faculty. Upon approval, each full-time instructor will be provided with a finalized schedule.

C. Changes in Schedule

The Academic Vice President must approve changes in the class schedule (e.g., the time and place of the class meeting).

D. Class Time

In-Person classes will meet in person for one hour per week for each credit assigned. In addition, two hours of outside study are also expected for each credit. It is recommended that students be allowed a ten (10) minute break from classes that meet for more than one hour. Laboratory and activity classes, such as arts and crafts and physical education, should meet for two (2) hours per credit.

Synchronous classes will meet in person or online for one hour per week for each credit assigned. In addition, two hours of outside study are also expected for each credit. It is recommended that students be allowed a ten (10) minute break from classes that meet for more than one hour. Laboratory and activity classes, such as arts and crafts and physical education, should meet for two (2) hours per credit.

Asynchronous online classes must have a strong instructor presence and facilitate constructive interactions. Canvas will monitor student screen time, student discussions, and faculty feedback. The Department of Education defines regular and substantive interaction as interactions that engage students in teaching, learning, and assessment consistent with at least two substantive activities, with scheduled and predictable learning opportunities and responsive and proactive monitoring of a student's academic engagement and success. Courses meant for distance must fulfill the "regular and substantive" criterion by federal mandate.

E. Course Sizes

Classes must attain the minimum enrollment number to be retained from the schedule by the Vice President of Academic Affairs; **only the Vice President of Academic and Vocational Education is authorized to delete a class.** The

standard minimum class size is five for all methods of instructional delivery. In-person class sizes are capped at 15 students. If a course exceeds 15 students, another section will be offered at the discretion of the Academic Vice President and Registrar; exceptions to this rule are likewise determined solely by the Vice President of Academic Affairs.

Distance Delivery Courses are capped at 25 students per section. If another section is warranted, faculty will request an increase in the student load on Canvas. Doing so eliminates additional sections on Canvas; exceptions to this rule are likewise determined solely by the Vice President of Academic and Vocational Education.

Compensation will be made to faculty who exceed the student enrollment limit, as determined by the Vice President of Academic and Vocational Education.

F. Definitions of Course and Credits

In-Person Courses

In-person (10,20) classes will meet for one hour per week for each credit assigned. Two hours of outside study are also expected for each credit. It is recommended that students be allowed a ten.

(10-minute break from classes that meet for more than one hour.

Asynchronous Courses

Asynchronous Learning (90, 91) is a less structured environment, allowing students to complete their coursework online without the restriction of being in class at a specific time. Asynchronous learning allows students more freedom to manage their time and work schedules. Asynchronous learning at Fort Peck Community College provides student and instructor engagement, and feedback is still shared with flexibility to the student. There will be no scheduled course times.

Synchronous Courses

Synchronous Learning (80, 81) happens in real time. It brings the class together in a virtual classroom. Fort Peck Community College utilizes Teams video conferencing to bring students together in a synchronous virtual classroom. Synchronous learning creates an environment for real-time collaboration and discussion. This model also imitates an in-person classroom, and course times are listed on the course schedule.

Activity Course

Activity classes are offered in areas such as physical education and cultural arts. Students normally participate two (2) hours per week for fifteen (15) weeks to earn one (1) credit.

Laboratory Course

Laboratory courses are offered in the sciences and require the use of laboratory facilities and equipment (e.g., biology, chemistry, anatomy, and physiology). Two (2) hours of laboratory time are required for each credit earned.

Independent Study, Directed Study & Special Topics Course

An instructor directly supervises these courses. Students enrolling should be at the sophomore level and be in good academic standing. Introductory courses or basic requirement courses cannot be offered. Students should not register for more than one (1) course per semester. A degree audit and appropriate forms must be completed and approved by the Academic Vice President prior to registration. to registration.

Seminar Course

The instructional objective of a seminar course is the exchange of ideas or information at an advanced level. Seminar courses are most appropriate for students enrolled in a specific program. They should be limited to students who have completed more than half of the credits required for their degree or have demonstrated a level of expertise whereby they may benefit academically.

Field Practicum Experience

Field practicum experience credits may be earned in disciplines where the student will benefit from on-the-job experience. Field practicum experience credit may be earned at the rate of one (1) credit for every two (2) hours per week for fifteen (15) weeks of supervised work experience. The Academic Vice President must complete and approve appropriate forms before registration.

Workshops

Fort Peck Community College may offer workshops when certain conditions are met. These workshops must have prior approval from the academic vice president to ensure that they meet a specific need, are consistent with the college's standards, and are properly reported and recorded.

An instructor or other party interested in having a workshop offered for credit should contact the Academic Vice President at least five (5) months before the workshop's projected start date. The workshop sponsor must submit a completed syllabus and adhere to the following guidelines:

1. Workshop topics should be those not typically covered in regular class offerings.
2. The workshop should present specific material that can be accomplished quickly.
3. The credits earned will be based on the formula of one (1) semester credit for fifteen.

(15) contact hours. Contact hours are defined as time spent in direct instruction. They do not need to be continuous or consecutive.

4. Workshops should begin and end in the same semester. If days between semesters are to be used, arrangements must be made with the Registrar to ensure that the enrollment and completion data will be accurate. Before the workshop is approved, the workshop sponsor should inform the Registrar of the grading procedures and the date the grades will be submitted.

G. Canceling Classes

All classes are required to meet for the specified hours. If an instructor cannot meet the class, the instructor should arrange for another Fort Peck Community College instructor to conduct the class. If a substitute instructor cannot be found, the instructor should schedule a makeup session at another time during the semester. The Academic Vice President should be notified in advance of class cancellations.

Course Information Course Substitutions

Graduation Waivers and Substitutions. Special circumstances may require that specific program requirements be waived with the approval of the Academic Vice President, Student Advisor, and Registrar. Program waivers are approved when there is sufficient rationale and demonstrated competency to satisfy a program requirement. General Education course requirements are only waived in extremely unusual cases.

Students with prior work experience or a combination of acceptable coursework may request an appropriate course substitution for a program requirement(s). Course content must be equal or greater academic or technical than the program requirement and be approved by the Academic Vice-President, Student Advisor, and Registrar. A course waiver or course substitution does not constitute a reduction in the required credits to fulfill graduation requirements.

Challenge Courses

Challenge courses allow the student to earn college credits and grade points without formal course attendance. A student who has completed the work of a college course on their initiative and time may, with the approval of the student's academic advisor, the instructor, and the Academic Vice President, take a comprehensive examination in the course's subject matter.

Performance in the examination will become the basis for a grade in the course, and the results will be recorded on the student's permanent record. A student must register for the course challenge and pay tuition and fees. Official permission forms must be secured from the Office of the Registrar. A student must be registered at FPCC when the challenge examination is taken and must have passed 15 credits of

regular coursework at FPCC before the challenge grade will be recorded on the permanent record.

The challenge examination for credit in a course that is a prerequisite to a second course must be taken before completion of the second course. Students who have enrolled and received a grade other than a “W” or have taken a regular course for zero credit may not challenge that course. Challenges are not permitted in any workshops or special topics courses.

No course in which any part of the grade depends on the student’s physical participation (e.g., science labs, physical education, or speech/debate) or courses numbered below 100 may be challenged. If a student challenges and fails the challenge examination, an “F” grade will be recorded on the transcript. The student will then be expected to take the regular course in that subject again at a total cost to improve the failing grade.

Repeating a Course

Students are allowed to repeat a passed course one time. Passed courses are those courses completed with a grade of D or above. Courses for which the student received a 'W' or 'F' grade may be repeated multiple times as long as the student is otherwise maintaining Satisfactory Academic Progress.

Students who repeat a course will have the most recently earned grade counted toward the grade point average and graduation requirements, even if it is lower.

Students who request to repeat a course more than once will be placed on a waiting list for that course and may repeat the course for Continuing Education Units (CEU’s). Students will be notified that priority for courses will be given to first time students and students who need the course for program completion/graduation.

Directed Study

Directed Study is for a course listed in the catalog but not offered during the term requested. It should be used only to complete degree requirements. If a student fails a Directed Study course, they must take the regularly offered course. Directed Study is usually provided for a single student who cannot enroll in the regular course. Only complete grades may be given in Directed. Study. At most, one (1) course per semester will be allowed.

Independent Study

Students may earn credit in a subject area for a course not listed in this catalog. An independent study course is a self-designed format planned with the assistance of a full-time faculty member. The designated faculty member conducts evaluation. The self-designed format should be presented to the Vice-President of Academics for approval, detailing the stated objective(s), research methodology, and instructional

activities the student and instructor will exercise. Only complete grades may be given for something other than an Independent Study.

Credit Overload.

Students must have approval from the advisor and the Academic Vice President to register for more than 18 credits. A credit overload must be considered by the 10th day of instruction (see academic calendar). Students must be in good academic standing to be approved for a credit overload.

Grading

Academic Testing. All tests, including final examinations, should be taken at the designated time. In cases of emergency, the instructor can test the student at another time.

Grading Policies. Students must meet the requirements for the courses to receive grades and credits. Instructors make the final determination on all grades. A student's academic achievement is evaluated using a scale of letter grades assigned by instructors. Grade reports are issued to the student after the completion of each semester.

Grade	Description	Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Minimum Achievement	1
F	Failure to Meet Standards	0
N	Audit	0
I	Incomplete	0
P	Satisfactory completion of coursework	0
F	Failure to complete coursework on a pass/fail basis	0
W	Withdrawal	0
X	No grade given by Instructor	0

Audit. No credit or grade is given for an audited course. The audit must be declared at the time of registration. The fee for an audit is \$70 for each credit hour taken.

Pass/Fail. The Pass/Fail grading option can be used for physical education activity classes, seminars, workshops, and work experience courses. A grade of “P” indicates that the coursework completed is equivalent to the letter grades of “A, B, C, or D.”

Incomplete Grades. Students are expected to complete the coursework for a class during the time designated. Incomplete grades may be given when, in the opinion of the instructor, there is a reasonable probability the student can complete without repeating the entire course. The incomplete is not an option to be exercised at the student's discretion. In all cases, an incomplete grade may be assigned by an instructor according to the following guidelines:

1. The student has been in regular attendance and doing passing work up to three weeks before the end of the semester.
2. For reasons beyond their control, which are acceptable to the instructor, the student has been unable to complete the course requirements on time. The Academic Vice President may sometimes be requested to certify personal hardship cases.
3. Only complete grades may be given for Directed Study, Independent Study, or Challenge courses.

The instructor must set forth the conditions for removing the incomplete grade on an Application for Incomplete form provided by the Registrar. When completed, this form must be signed by the student and instructor and turned in to the Registrar.

An incomplete must be made up by the 30th instructional day of the following semester. An incomplete grade given during the Spring Semester must be completed by the 30th instructional day of the following Fall Semester.

By the 45th instructional day, the instructor must file a Report of Grade Change form with the Registrar assigning a permanent grade. If the course has not been completed according to the conditions set forth, the grade will be an “F.” Failure of the instructor to complete a Report of Grade Change form by the due date will result in a grade of “F.”

Grade Changes. Only the instructor may make a change in grade or a correction of an improperly reported grade. The instructor must complete a Report of Grade Change form, which includes submitting justification for the change, obtaining the required approval signatures, and delivering the completed form to the Registrar.

No requests for a grade change or correction will be accepted after one year has passed from the time the instructor gave the initial grade.

Grade Reports. Students can view their grades in JICS approximately one (1) week following the last day of classes. If a grade is incorrect, it is the student's responsibility to promptly alert the Office of the Registrar.

Transcript of Grades. All final grade reports are recorded on the student's transcript and kept on file at FPCC. Upon graduation, the student will be issued a student copy of an official transcript. Additional transcript copies for the student's use and for release to transfer institutions or prospective employers will be issued only upon written request by the student/graduate. The first official transcript is free of charge; after that, a fee of \$5.00 is charged for each request.

Grade Point Average. The grade point average (GPA) is a numerical method for measuring student achievement. The grade point (letter grade x numeric point value) is calculated for all completed courses. The semester grade point average includes only the courses the student enrolled in that semester. The cumulative grade point average includes all enrolled courses on the student's transcript.

Grade Point Computation. Grade points are computed for each credit hour: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. A student's grade point average may be calculated by dividing the number of grade points earned by the total number of credit hours attempted, excluding any course for which a grade of W, P/F), I, or audit has been recorded. For example:

Course	Grade	Credit	Grade Points
BIOL 101	C	4 cr.	8
HLTH 130	B	2 cr.	6
HS 101	D	3 cr.	3
WRIT 101	A	3 cr.	12
TOTAL		12 cr.	29

Total grade points (29) divided by the total credits attempted (12) equals a grade point average 2.41.

H. Course Expectations

Academic Freedom

It is the policy of FPCC to maintain and encourage complete freedom, within the law, of inquiry, teaching, research, and publications. In exercising this freedom, the faculty peer can discuss their subject in the classroom. They may not, however, claim as right the privilege of discussing personal viewpoints which have no relation to the subject. In the role of citizen, the faculty member has the same freedom as other citizens. However, in community utterances, as a private citizen, the faculty member must indicate that they are not an institutional spokesman. Faculty members

are entitled to academic freedom in selecting textbooks, audiovisuals, and other teaching aids within institutional purchasing and budgetary guidelines that support the mission of FPCC.

Learner Management System (LMS)

FPCC utilizes Canvas as its Learner Management System (LMS). Canvas LMS is an open and reliable web-based software that allows FPCC to manage digital learning, educators to create and present online learning materials and assess student learning, and students to engage in courses and receive feedback about skill development and learning achievement.

FPCC requires faculty to utilize Canvas for all online and in-person courses. The Academic Vice President determines faculty expectations.

Syllabi, Curriculum, and Assessment Management

[Watermark Insights](#) is explicitly designed to aid Fort Peck Community College in documenting syllabi and curriculum changes and monitoring the assessment of learning outcomes. Watermark Insights will allow faculty, staff, and administrators immediate access to information. The information will serve as a tool for continuous assessment results, help make informed decisions about assessment activities for program reviews, and use the information to ensure improvements align with FPCC's mission. The FPCC administration will use the information entered by [Watermark Insights](#) to formulate strategies where improvements or adjustments are needed and make changes and updates to the College's academics and strategic planning efforts.

All faculty, full-time and adjunct, will be required to submit a course syllabus in Watermark prior to the first day of instruction each semester.

I. Pilot Degree Programs

Before the planned pilot program may be implemented, the instructor must obtain formal approval using the curriculum process outlined in the next section.

Pilot Program Criteria

1. The pilot program is either a Certificate, Associate of Applied Science, or Associate of Arts/Science program.
2. The proposed pilot program has been subject to a thorough campus review and approval process, and documentation of the approval has been provided.
3. The pilot program is authorized to operate for two years.
4. FPCC may not offer more than two pilot programs at a time. **Exceptions to this rule can only be approved by the Academic Vice President.**
5. During year two, If FPCC decides to convert the pilot program to regular program

status, the program will follow the curriculum process.

6. If no further action is taken by the end of the two years, no new students can be admitted to the pilot program. FPCC is obliged to make appropriate arrangements for students already enrolled to complete the program (“teach-out”).

Section II- Curriculum Purpose, Outcomes Process and Timeline

The curriculum review process involves a thorough evaluation and analysis of educational programs to ensure that students meet the needs and align with educational standards and goals. This process typically includes assessing the content, scope, and sequence of the curriculum and considering the effectiveness of instructional methods and materials. Input from educators, administrators, and other stakeholders is often collected and analyzed to identify areas for improvement and make necessary revisions.

Purpose and Roles: The curriculum committee reviews additions and changes for all academic programs. Faculty members play a primary role in determining course content and student learning outcomes. The voting members of the curriculum committee approve new or altered courses and degrees or certificates. In summary, the overall roles of the curriculum committee are to:

1. Recommend approval of all new degrees, certificates, courses, and substantive changes for NWCCU approval.
2. Review requirements for graduation and general education requirements.
3. Review program learning outcomes and measurements on a systematic basis.

Intended Outcome: The curriculum review aims to enhance the quality and relevance of the educational program, supporting student learning and achievement.

Committee Structure

The committee structure ensures an orderly process for the roles mentioned above and the submission of items to the Curriculum Committee for review. The committee will be structured in three layers.

1. The first layer will be the committee at large. The at-large committee consists of all full-time and adjunct faculty. A quorum of 6 is required for the at-large committee. This meeting will be held at a regular scheduled time mentioned below.
 - a. Meeting agendas and minutes will be kept for official use.
 - b. Faculty must submit requests two weeks prior to the regular scheduled meeting.
2. The second layer will include the voting committee, which will include four faculty members identified by the AVP, the financial aid director, business office personnel, technology staff, registrar, data coordinator, and the AVP. **This meeting will be held on the following Monday of each regular Friday meeting.**
 - a. Meeting agendas and minutes will be kept for official use.
 - b. This layer's intent is to align the curriculum process with NWCCU standards and ensure that any program changes or additions have the required documentation for a thorough review. The Curriculum Committee shall have the power to accept, reject, or suggest modifications of curriculum proposals.

3. The third layer will be approval by the FPCC board of directors.
4. Upon approval of the FPCC BOD, faculty will be required to submit approved changes into the Watermark Platform

Meeting Schedule

All at-large curriculum committee meetings will be held on the first Friday of every month at **2 P.M., beginning the first Friday in September of the current catalog year.** Agendas should be circulated before Curriculum Committee meetings, and minutes will be recorded and distributed to members following meetings for review and corrections. The Curriculum Committee Chair will post the final minutes in a shared file.

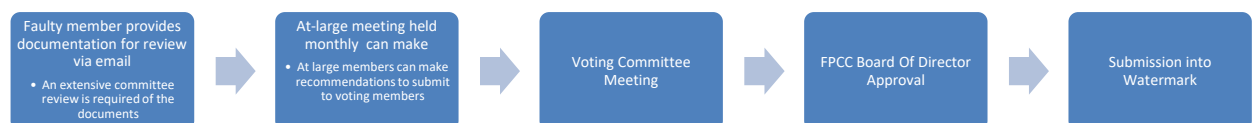
The voting committee will meet the following Monday from each regular scheduled at large meeting.

Curriculum Process

Proposed changes to the required curriculum for degree programs must be thoroughly researched and carefully considered by the appropriate program faculty member. Faculty working groups may be formed if necessary to provide additional input and feedback on the proposed changes.

The Academic Vice President must approve any faculty working groups before they are formed. This ensures that all stakeholders involved in the decision-making process are aligned with the goals and priorities of the academic program. By following these guidelines, the academic program can ensure that any proposed changes to the curriculum are well-researched, carefully considered, and ultimately in the best interest of the students and the academic program as a whole.

The process for curriculum approval will be multifaceted. First, the submitter will present proposed recommendations at the **large** committee meeting. This must be done two weeks before the at-large for a first reading. Doing so allows the at-large committee to review and request additional information if necessary. The **at-large** meeting will be held at the regularly scheduled meeting time each month.



Following the at-large meeting, where extensive recommendations are made, the proposed changes to the curriculum will be presented to the voting committee. This committee consists of four faculty members selected by the Academic Vice President, along with representatives from the financial aid office, business office, technology staff, registrar, data coordinator, and the AVP.

The voting committee will review the recommendations and consider input from all stakeholders before

making a decision on whether to approve the proposed changes. It is important to have a diverse group of individuals involved in the decision-making process to ensure that all perspectives are taken into account. Once the voting committee has made a decision, all academic changes must be approved by the FPCC board of directors before they are officially implemented. This ensures that all changes align with the overall goals and objectives of the academic program and are in the best interest of the students and the institution.

After receiving approval from the board of directors, the finalized academic changes must be submitted through Watermark for official documentation and tracking purposes. This process helps to ensure transparency and accountability in the decision-making process, and allows for future reference and evaluation of the implemented changes

Section III-Assessment of Outcomes and Academic Programs

A. Program Review

This process is designed as a continuous process for improvement of student learning. Each academic department has defined a set of learning outcomes for each degree program. Student achievement of these outcomes is determined by systematically collecting evidence about how well students demonstrate the expected learning outcomes.

Academic faculty members then submit an annual report documenting student achievement of the student learning outcomes and actions that the department will take to improve student achievement in Watermark.

A summary of the annual assessment process is included on the web pages of academic departments.

B. Academic Review Plan Information

The purpose of Academic Program Review (APR) is to assess program effectiveness for purposes of program improvement and institutional and program accreditation. APR consists of a departmental self-study followed by review and comment by reviewers from the faculty, who present their findings and any recommendations to the FPCC Curriculum Committee. APR is a collegial process in which academic programs reflect upon, evaluate, and determine improvements for the educational programming. The APR template includes department self-assessment related to effectiveness of the mission indicators as well as faculty and student data and other components.

Academic Program Review is conducted for each educational department/degree program every two years on a rotating schedule. When possible, APR is timed to occur prior to an external accreditation review by a specialty accrediting body. The Office of the Vice President for Academic Affairs and the Office of Institutional Effectiveness work with academic departments to provide data and support for departmental self-study.

B.1. Schedule of Academic Program Reviews

B.1.a. Associate of Arts (AA) and Associate of Science (AS) will be reviewed on even years beginning in 2024.

B.1.b. Associate of Applied Science (AAS) and Certificate Programs will be reviewed on odd years beginning in 2023.

Section IV – Faculty

A. Classification

1. **Full-Time Instructor** – A full-time instructor is a faculty person who is issued a contract for the academic year (19 pay periods) and teaches a full academic schedule. Full-time faculty is eligible for all fringe benefits offered by FPCC during their contract term. All full-time faculty are required to teach between 15 and 18 credits per semester. Any instructor teaching more than 18 credits, but not more than 21 credits, in a semester will be paid an additional \$500 per credit. Any instructor teaching less than 15 credits will be assigned other duties at the discretion of the Academic Vice President. Any instructor who is assigned additional duties and who is also teaching 15 or more credits will be paid an extra stipend to be negotiated between the Academic Vice President and the instructor. The Academic Vice President can assign instructors with less than 15 credits to teach an evening class. All other full-time instructors who teach a class after 4:30pm can adjust their day hours accordingly (with the approval of the Academic Vice President) or will be paid an additional \$500 per credit for teaching the class. Independent Study with individual students is the prerogative of the Instructor with the approval of the Vice- President of Instruction and is not counted as part of the credit hour load.

Full-time faculty workload is determined by credit load and classes assigned. Reasonable effort shall be made to maintain equity in load to arrive at an average teaching load of fifteen to eighteen (15-18) credit hours for all instructors. Each instructor shall post and maintain office hours to meet the needs of his/her students, prepare for his/her classes, and attend faculty meetings. In the event regularly scheduled classes are canceled, the instructor may, after consultation with the VP of Academics, be assigned to other duties including classes in the evening schedule.

Full-time faculty may request a 26-pay period contract. Fort Peck Community College will pay the contractual amounts over 26 pay periods. However, some fringe benefits, such as retirement, are limited to 19 pay periods.

- Full-time faculty can be classified as either General Fund or Grant Personnel as defined in Section IV, 6, of the Administrative Personnel, Section, page 9.
 - Faculty does not have a probationary period, but may be dismissed or terminated as specified in Section VIII, Termination.
2. **Part-Time/Adjunct Faculty** – Individuals who teach less than 15 hours per semester are classified as part-time faculty. Part-time faculty sign an individual contract for each course taught and are paid on a standard per-credit hour rate. All summer faculties are considered part-time.

3. Vocational Instructors – are full time faculty contracted in specific skill areas for teaching and supervision not to exceed thirty-seven and a half (37.5) hours per week.
4. Continuing Education Faculty – community interest or continuing education classes may be offered under the direction of the Vice President for Academics. Instructional services may be contracted based upon special needs of the program.
5. Online Faculty - applies to online courses delivered by full-time FPCC faculty, adjunct faculty, and off-campus faculty.
6. Off-campus Faculty is defined as “faculty delivering instruction online remotely – not on campus.” Off-campus faculty are expected to follow the same policies and procedures as outlined in the Academic Policies. Off-campus faculty are expected to be on-site at FPCC twice a year: Fall Orientation and Spring Graduation; the Spring Orientation may be attended via Teams. Off-campus status is subject to the approval of the Vice President of Academics on a case-by-case basis.

B. Online Instruction

Online courses have the same learning outcomes and substantive components as standard lecture/seminar courses while supporting the academic freedom of faculty. Faculty teaching online courses are required to attain Quality Matters certification.

Online Faculty Expectations:

1. Instructional expectations prior to teaching online:
 - faculty are expected to have at a basic computer skills including the ability to create, edit, save, and manage digital content to cloud-based systems and Canvas using available applications (i.e. Word, PowerPoint, Teams, etc.).
 - the ability to operate microphones and webcams to configure, play, and record both audio and video. □
 - the ability to communicate online through synchronous methods (i.e. Microsoft Teams, Zoom) and asynchronous methods (i.e. Email, Teams).
2. Shall have reliable internet service.
3. When connecting via Teams for office hours, faculty, committee meetings, and student advising duties, faculty shall have cameras on and actively participate in the meetings. If cannot have camera on or actively participate due to other obligations, the faculty will be required to take leave.
4. Establish a strong instructor presence and facilitate constructive interactions. The Department of Education defines regular and substantive interaction as interactions that engage students in teaching, learning, and assessment consistent with at least two substantive activities, with scheduled and predictable learning opportunities, and with responsive and proactive monitoring of a student’s academic engagement and success. Courses meant for distance must fulfill the “regular and substantive” criterion by federal mandate.

5. All other policies and procedures will apply.

Faculty Online Presence and Communications

One of the most important factors for both face-to-face and online student success is the instructor's presence and accessibility. Knowing the instructor is present provides a natural motivation and promotes student confidence. Faculty interactions and communications must be conducted in a timely manner. Faculty will:

- Conduct all course communications via official FPCC email.
- Inform students when the faculty member will be accessible in the course syllabus and through email (i.e. morning, afternoons, evenings, or weekends).
- Establish clear expectations for students (e.g. new assignments will be posted every Sunday at midnight; assignments are due Friday at midnight).
- Provide feedback and grades for assignments and exams within 7 days (3 days best practice) after the assignments are due or tests have been completed.
- Check their email daily during the work week and respond to students within 12-24 hours, but when needed, no more the 48 hours.
- Maintain a consistent schedule of online and face-to-face office hours when teaching hybrid courses, and online office hours when teaching only online (i.e. 7.5 hours for fulltime faculty).

- If circumstances prevent faculty online presence in the virtual classroom or online office hours (i.e. death in the family, illness) students and the Vice President of Academics must be notified.

C. Hours of Work

Faculty is considered contracted professionals and it is understood that the accomplishment of the duties in their job role and the achievement of the mission of FPCC takes precedence over standard hours of work. However, normal office hours will be from 8:00 a.m. to 4:00 p.m. with thirty (30) minute lunch break, all instructors will be on campus between 8am and 4pm Monday through Friday, with 30 minutes off for lunch. During this time period, instructors are to be in the classroom, in their office, attending a meeting, participating in a school-related activity, or participating in professional development. Faculty may also be allowed to participate in any other activity approved in their contract, such as exercise time. Instructors cannot include traveling time at the beginning or end of the day as part of their work day.

D. Conditions of Employment

1. Annual Leave

Since the teaching faculty must be present when classes are in session, they do not earn annual leave nor are they entitled to take annual leave. They are, however, granted equivalent leave days to be taken on Christmas Break and Spring Break and such other days when classes are not in session.

2. Sick Leave

All teaching faculty will be entitled to receive sick or injury leave with pay at their normal rate of pay. Each Instructor shall have a total of ten (10) days of sick leave per contract. Accumulation of sick leave is unlimited and may be carried from contract period to contract period. For accrual purposes, instructors will accumulate sick leave at the rate of four (4) hours per pay period.

Except for verifiable emergency situations, employees must notify the Academic Vice President by 8:30 a.m. on the first day of illness to be eligible for sick leave. A doctor's certification will be required for authorization of sick leave exceeding three (3) consecutive days.

In order to receive sick leave pay, the employee must submit The "Request for Leave" form, approved and signed by the VP of Academics.

Sick leave may be used for employee, spouse, parents & dependent children.

Employees will not be paid for unused sick leave upon termination of employment.

3. Personal Leave

Full-time faculty may be granted up to five (5) days of personal leave. Personal Leave must be approved in advance by the Academic Vice President. Personal leave does not accrue nor will employees be paid for unused personal leave upon

termination of employment. The leave is intended for unavoidable work interruptions of a personal nature. It is not vacation time.

4. Other Leave

Such as maternity leave, educational leave, voting leave, emergency leave, administrative leave, leave without pay, and absence without leave, are identical to leave for administrative personnel and Section IV. Instructional faculty is not eligible for military or religious leave in as much as activities fall outside of the typical academic year.

E. Evaluation

The Academic Vice President (AVP) has the responsibility for administratively evaluating faculty performance. This evaluation is part of the overall institutional assessment process to which Fort Peck Community College is committed.

The administrative evaluation consists of three (3) parts in the ongoing assessment of faculty performance. The focus of this, as of all FPCC's assessment thrusts, is the improvement of teaching and institutional effectiveness.

- The first component consists of a Student Evaluation of Teaching form that is distributed to students at the end of each course offering. The results are administratively tallied and shared with the faculty member. This occurs twice during the academic year.
- The second component is the AVP Observation. The AVP Observation form guides this process through areas such as instructional planning, instruction management, teacher-student relations and professional activities/continued growth.
- It is the role of the Academic Vice President to bring a myriad of additional areas together and synthesize them into a cogent overall evaluation of an individual's performance within the framework of FPCC's mission, the third component of FPCC's assessment efforts.

1. Academic Performance

All Faculty Members with teaching responsibilities will be evaluated on the following components of performance:

- A. Instructional Design and Course Management: Design, sequencing, and management of specific programs and courses is essential to institutional success in aiding and assessing student learning. Evaluation of this component includes, but is not limited to,
 - Program Development
 - Course Design and Sequencing, if teaching asynchronously, the Learner Management system will be observed and recommendations provided for improvement. Observation includes organization of content, accessibility of content to students, etc.

- Organizational Elements, such as timely grade submissions, maintaining office hours, processing drop/add forms, tracking attendance.
- B. Content Expertise: FPCC recognizes that continuing professional growth, education, experience and scholarly research into a faculty member's chosen field is essential to enhance knowledge, skills and abilities. A faculty member's professional growth plan is an important

part of this component.

- C. Advising: The academic advising program is designed to promote academic success, student satisfaction, and increased retention. Evaluation of each faculty member's advising performance includes, but is not limited to:
- Student Evaluation of Advising form that is distributed to students and tallied administratively each semester
 - Advisee Load
 - Advisee Completion Rate (Certificates, Degrees, etc.)
- D. Instructional Performance: Motivating student, generating enthusiasm, communicating effectively and facilitating learning are the benchmarks of this component. The Student Evaluation of Teaching, AVP's Classroom Observation and LMS Observation are the core of this area's assessment criteria.

2. Written Evaluation

The AVP will produce a written evaluation that summarizes the components of the Academic Performance. This evaluation will remain a part of a Faculty Member's permanent personnel file.

Evaluation Criteria

Student Evaluation of
Teaching 40% Academic
Vice President Evaluation
60 %

3. Timing of Evaluations

- First year Faculty: At the beginning of the term of hiring, all first-year faculty members will present to the Academic Vice President a set of goals that will guide their professional growth during the first year of employment. The AVP will observe first-year faculty members in a classroom setting as least once per semester during the academic year and provide performance feedback. Discussion will also include progress toward reaching professional growth goals and modifications will be made if appropriate. In addition, each first-year faculty member will submit a Faculty Annual Report that describes Courses Taught, Committee Assignments, Additional Professional Development, Honors, Awards, Publications, Service to Institution, Service to community and Other items that the faculty member deems important.
- Second- and Third-Year Faculty: The AVP will observe second- and third-year faculty in a classroom setting and provide performance feedback at least once per academic year. A faculty annual report will be submitted.
- Fourth- through Seventh-Year Faculty: The AVP will provide performance feedback to fourth- through seventh-year faculty at least once every two (2) years. Goals will be set for subsequent academic years. Faculty Annual Reports will be submitted to the AVP at the end of each academic year. Classroom observations

may be conducted at any time at the discretion of the AVP or at the request of the faculty member.

- Over Seven-Year Faculty: The AVP will provide performance feedback to eight-year and longer faculty at least once every three (3) years. Goals will be set for subsequent academic years. Faculty Annual Reports will be submitted to the AVP at the end of each academic year. Classroom observations may be conducted at any time at the discretion of the AVP or at the request of the faculty member.

The rotating nature of the performance evaluations will enable the AVP to schedule additional time with newer and less-experienced faculty. Furthermore, it will provide the AVP with the opportunity to visit with and provide feedback to adjunct faculty.