



Turtle Mountain
Community College

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ADVISING MANUAL

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Section I. Academic Advising

Introduction

Academic advising is an essential part of student success at TMCC. Advising is designed to help students find a sense of balance in their lifelong learning journeys. A fundamental purpose of academic advising is to promote the students growth and learning through informed advice from their advisors. TMCC strives to ensure students have access to knowledgeable and informed advisors who demonstrate care and are respectful for human and cultural differences.

TMCC holds the following beliefs regarding advising:

1. Advising is teaching. At its core, it is a form of teaching. (Bandy, J. (2021). Academic Advising. Vanderbilt University Center for Teaching. Retrieved from [https://cft.vanderbilt.edu/academic-advising/.](https://cft.vanderbilt.edu/academic-advising/))
2. Students have a desire to learn and succeed.
3. The needs of each student varies with individual skills, goals and experiences.
4. Students have their own beliefs, values and opinions and advisors should strive to learn them.
5. Students are active participants in the advising process.
6. Students and advisors have shared responsibilities in the process.

Academic advising is a relationship based on the Seven Teachings and works to create a relationship where students collaborate with advisors to facilitate each student's academic potential.

Learn to Understand the Culture

There is a concept identified as Two-Eyed Seeing. This approach is based on the belief that the most powerful outcomes occur when multiple perspectives are considered in understanding and exploring ideas. The Two-Eyed seeing acknowledges the wholeness of the Indigenous ways of knowing plus the western ways of knowing. Movement between the two knowledge systems provides the strengths of both. Learning about the culture, the history and the student's story contributes to stronger outcomes.

A good advisor also -

1. Understands academic policies and procedures and apply them to each student's circumstances appropriately.
2. Assists each student to establish realistic academic goals that fit with the student's life goals.
3. Guides students as they explore their values, interests and skills.
4. Communicates regularly with students and provide accurate up-to-date information regarding policies and procedures to make academic, career, social and personal decisions.
5. Collaborates with students.
6. Assists in developing course schedules.
7. Monitors academic progress and encourage good academic work.
8. Refers students to appropriate resources when needed.
9. Is respectful and inclusive in your communications and interactions.

10. Informs the student about your advising style and expectations.
11. Asks the student to share their learning style and expectations of the advisor/student relationship.
12. Remains current with the catalog, policies, procedures, deadlines and requirements.

Philosophy

The Seven Teachings of the Anishinabe People

The Seven Teachings provides the philosophical foundation of the college. TMCC's values stem from the heritage and culture of the Anishinabe people and are expressed in the Seven Teachings of the Tribal Nation. These teachings can provide a cultural infrastructure to develop your own philosophy of advising. The Seven Teachings are:

1. To cherish knowledge is to know WISDOM.
2. To know LOVE is to know peace.
3. To honor Creation is to have RESPECT.
4. BRAVERY is to face the foe with integrity.
5. HONESTY in facing a situation is to be honorable.
6. HUMILITY is to know yourself as a sacred part of Creation.
7. TRUTH is to know all these things.

Advising Responsibilities

It is essential to embrace a pedagogical approach that integrates Indigenous ways of knowing in teaching and learning. Each of the Seven Teachings is listed and below each one are strategies to use with your students and yourself. It allows you and your students to apply the philosophical foundation to the advising process. The following is expanded on the beautiful work by [White Earth Tribal & Community College](#)

1. To cherish knowledge is to know WISDOM. Wisdom is the ability to make decisions based on personal knowledge and experience. When used properly your gifts can contribute to the development of a peaceful and healthy community.
 - a. Appreciate and acknowledge your students for what they may have endured, adversities they may have overcome and how they are working to change their lives.
 - b. Help your students identify their strengths.
 - c. Help your students identify their interests based on their personal knowledge and experiences.
 - d. Show wisdom by helping others who are struggling to understand.
 - e. Show wisdom by extending grace when needed.
 - f. Seek guidance from elders and mentors.
 - g. Acknowledge the opportunity to learn from others.

- h. Share your knowledge and be a good role model.
 - i. Know the gifts the creator has given you to serve others.
2. To know LOVE is to know peace. When you are able to accept and love who you are, you can find balance and success in the goals you set.
- a. Help your students identify realistic goals.
 - b. Help your students acknowledge achievement with goals.
 - c. Commit to supporting and encouraging your students.
 - d. Take care of your mind, body and spirit.
 - e. Let others help you.
 - f. Work cooperatively with others.
 - g. Offer hope, kindness, compassion, encouragement and inspiration.
3. To honor Creation is to have RESPECT. The buffalo teaches us to have respect for all living things so we can achieve a balance that keeps us alive.
- a. Never assume.
 - b. Learn from your students.
 - c. Schedule regular meetings.
 - d. Provide thoughtful feedback.
 - e. Respond within 24 hours.
 - f. Respect yourself.
 - g. Try your hardest in all you do.
 - h. Accept cultural, religious and gender differences.
 - i. Safeguard the dignity, individuality and rights of others.
 - j. Practice ethical behavior at all times.
 - k. Do not look down on anyone.
4. COURAGE/BRAVERY is to face danger, fear or changes with confidence and bravery. To have the mental and moral strength to overcome fears that prevent us from living our true spirit. Sometimes this can be seen as being fearful of going to college or taking a college course. Or, being fearful of test taking or speaking in front of others. We all have courage in certain areas and less in others and we can work on our courage where we need it.
- a. Cultivate bravery and courage in your students.
 - b. Always be willing to try something new.
 - c. Be courageous at school and work; do not be afraid to talk in front of others.
 - d. Provide test-taking tips.
 - e. Identify strategies to decrease stress.
 - f. Provide opportunities to practice with smaller groups.

- g. Find your inner strength to face challenges.
5. HONESTY in facing a situation is to be honorable. As the elders say, ‘never try to be someone else, live your true spirit, be honest with yourself and accept who you are and the way the creator made you.’
 - a. Speak and act truthfully.
 - b. Maintain truthfulness, sincerity and fairness in your actions.
 - c. Set realistic goals - both short and long term.
 - d. If you say you will do something, do it.
 - e. Have an understanding of who you are, accept who you are and know how to use the gifts you have been given.
 6. HUMILITY is to know yourself as a sacred part of the Creation. Humility is being humble, not arrogant. The expression of humility is the consideration of others (our group and communities) before ourselves. The wolf's lack of arrogance and respect for his community is a hard lesson but essential to the Anishinaabe way.
 - a. Humble yourself - know your strengths and limits.
 - b. Do not boast to others who are struggling.
 - c. Recognize we are all human and will make mistakes.
 - d. Learn to accept your mistakes and look at it as self-growth and change.
 - e. Do not judge others.
 - f. Demonstrate empathy.
 - g. Be respectful of others' thoughts and ideas.
 - h. Develop and practice good listening and observation skills.
 7. TRUTH is to know and understand all seven teachings and remain faithful to them. The turtle brings the teaching of truth and living the truth is living all of the teachings.
 - a. Be true to yourself.
 - b. Be truthful at school/work and do your own work.
 - c. Be true to others; do not spread rumors or lies.
 - d. Have faith and trust in your teachings.
 - e. Avoid hypocrisy.

Resource:

1. [Turtle Mountain Community College Student Handbook](#)
2. [Seven Sacred Teachings - North Dakota.gov](#)
3. [White Earth Tribal & Community College](#)

Advising Do's	Advising Don'ts
<ul style="list-style-type: none"> ● Make the student feel known and welcome – Many surveys say that students want to feel known, and learning the students' names is a huge step forward. 	<ul style="list-style-type: none"> ● Talk so much; let the student talk – Teachers are often accustomed to talking for much of the time with students. However, the advising relationship requires more time spent listening, making suggestions in response to student ideas, and asking follow-up questions.
<ul style="list-style-type: none"> ● Welcome students when they arrive for an appointment or come by during office hours. 	<ul style="list-style-type: none"> ● Interrupt – Let the student finish her or his statements. Sometimes even leaving a short pause after the student speaks can help both reflect on what s/he has said and think of options for help and referral.
<ul style="list-style-type: none"> ● Be an active listener – Acknowledge what the student says and repeat that important information back to the student. Take good notes during the meeting (or encourage your advisee to do it) so both know what was discussed during the meeting and the student feels heard. 	<ul style="list-style-type: none"> ● Judge – Work on addressing the person behind the attitude; work on helping solve the problem. You cannot “fix” this person, especially when it might simply be your perception that is broken.
<ul style="list-style-type: none"> ● Ask follow-up questions – Try to learn more about your students so you can understand their concerns. This also could help build a rapport. 	<ul style="list-style-type: none"> ● Assume that one solution fits all – Learn about the different ways problems have been solved in the past by speaking to other advisors.
<ul style="list-style-type: none"> ● Be aware of the student's non-verbal cues – Body language and facial expressions can say a lot about what the student may be thinking. 	<ul style="list-style-type: none"> ● Rush – This is easier said than done, given all the pressing responsibilities! This can help the student not feel like a burden but make sure everyone is aware of the length of the appointment beforehand ensuring the opportunity for a follow-up meeting is always an option.
<ul style="list-style-type: none"> ● Be aware of your non-verbal cues - Making eye contact? Checking the clock or email every few minutes? 	<p>Contributing Source: Westchester University</p> <p>Additional Resources for Do's and Don'ts</p>
<p>Demonstrate positive non-verbal communication:</p> <ol style="list-style-type: none"> 1. Rise and greet the student as he/she enters the office. 2. Remove physical barriers so that you are facing the student. 3. Place your arms and legs comfortably so you appear relaxed and open to communicate. 4. Leaning slightly forward in the chair, without exaggeration, to underscore interest in what the student has to say. 5. Maintain eye contact with the student through your conversation. 	<ol style="list-style-type: none"> 1. Spokane Falls Community College 2. University of Southern California 3. Missouri State – Advising Notes Guidelines 4. UTTC pgs. 34 5. National Academic Advising Association 6. University of Montana

Suggested responsibilities of your advisee you could adjust and share as a handout.

Advisee Responsibilities
● Schedule regular appointments with your academic advisor each semester.
● Prepare for advising sessions. Be honest.
● Write down questions ahead of time.
● Set goals of what you hope to accomplish during your meeting.
● Arrive on time.
● Take notes during your meeting.
● Follow through on actions identified during each advising session or other communication (email).
● Regularly check your email.
● Become knowledgeable of and adhere to TMCC's policies, procedures, and requirements.
● Review eligibility requirements for scholarships and awards and if needed, discuss with your advisor in a timely manner.
● Be respectful and inclusive in your communications.
● Learn and understand the catalog, policies, procedures, deadlines and requirements.
● Take responsibility for completing your academic plan.

Additional Advising Resources

1. [Show Me the Way. The Power of Advising in Community Colleges](#)
2. [Best Practices for Advising and Mentoring](#)
3. [Advising 101](#)
4. [Advising Leads to More Engaged Community College Students](#)
5. [Advising Works eBook](#)
6. [Stress Management Resource Links](#)
7. [Skills and Competencies for Effective Academic Advising and Personal Tutoring](#)
8. [Improved Advising Cited as Invaluable Tool for Tribal College Students](#)
9. [High Impact Advising](#)

Section II. Advising Process for Student Success

Understanding your student population

As an advisor, it is important to understand the demographics of the student population at TMCC. Students are mostly indigenous from the local area but fall within a wide range of ages from recent high school graduates to adult students returning to complete a degree or change their careers. Often students are parents and have part- or full-time jobs outside of their academic responsibilities. It is important to keep all of these things in mind as an advisor in order to assist students to choose the best program of study for their future as well as each semester to put together a schedule of classes that works within their life.

According to [DATA USA](#), Turtle Mountain Community College (TMCC) has the following demographics:

- In 2019, 196 degrees were awarded across all programs. 48.5% of these were awarded to women and 51.5% awarded to men.
- The enrollment population is
 - 97.6% American Indian or Alaska Native
 - 2.07% White
- Seventy nine percent (79%) of students can be considered low-income based on receipt of Federal Pell Grant.
- Median household income of the area is \$34,450.00

Based on TMCC's Student Satisfaction Inventory Form (November 2017) the following were identified as strengths:

- Students are made to feel welcome.
- My academic advisor is knowledgeable about my program requirements.
- The Quality of Instruction I receive, in most of my classes, is excellent.
- Tuition paid is a worthwhile investment.
- The campus staff are caring and helpful.
- Computer labs are adequate and accessible.
- My academic advisor is available when I need help.
- Financial aid awards are announced in time to be helpful in college planning.

Advising Approaches

Individual advisor approaches to advising will be as unique and varied as the advisors themselves, and approaches may change over time or depending on the kind of student or the student's situation.

Developmental advising: this type of advising places the focus on the partnership between the academic advisor and advisee as partners in educational discovery. Students are exploring to identify and clarify educational, career, and life goals and the advisor assists them in the development of educational plans to accomplish these goals. It involves seeing students as growing and changing over time.

Prescriptive Advising: this type of advising involves limiting advising sessions to academic matters such as Course selection, the process of registration, explaining degree curriculum, etc. (Drake, 2011. The role of academic advising in student retention and persistence. About Campus, 16(3), 8-12. doi:10.1002/abc.20062).

Proactive Advising: this type of advising is an effective strategy for enrollment management, student success, retention, and advisor workload management. It involves 1) deliberate intervention to enhance student motivation, 2) using strategies to show interest and involvement with students, 3) intensive advising designed to increase the probability of student success, 4) working to educate students on all options and 5) approaching students before situations develop.

Career Advising: this type of advising involves advising students in developing short-term goals that align with their long-term career goals. To help students understand how their academic and personal interests, abilities and values might relate to the career fields they are considering and how to form their academic and career goals accordingly (NACADA).

Documenting the Advising Experience

Documentation provides an ongoing record of the conversation between the advisor and the advisee and helps to ensure continuity of advising. It also protects the student and the advisor in case questions arise later in the student’s academic career.

When trying to decide what to include in documentation, consider what the next advisor would need to know about the advising session. Much of the details of course and program advising can be found in Jenzabar, but it is also important to keep notes about in-person or telephone conversations between advisors and advisees. There is documentation that is optional and there is mandated documentation that is required.

Recommended Documentation Areas	Mandated Documentation
<ul style="list-style-type: none"> ● The content of the discussion with the student on <ul style="list-style-type: none"> ○ program of study, ○ future registration, ○ review of program specific and general education requirements. ○ Jenzabar will show student’s progress toward degree completion. ● Program specific differences (are there professional guidelines or compliance issues that should be considered) ● Issues raised. ● Recommendations made. ● Policies and procedures explained. ● Referrals made. 	<p>All TMCC employees are responsible for taking all appropriate action to prevent sex discrimination or sexual harassment, to correct it when it occurs, and must promptly report it to the Title IX Coordinator. Failure to do so may result in disciplinary action up to and including termination.</p> <p>All TMCC employees are considered responsible employees with a duty to report any incident to the Title IX Coordinator.</p> <ul style="list-style-type: none"> ● Inform Students you are a mandated reporter. ● Sexual discrimination and sexual

<ul style="list-style-type: none"> Resources discussed. 	<p>harassment must be reported to the TMCC Title IX Coordinator in compliance with the Higher Education Opportunity Act, the Clery Act and Title IX of the Education Amendments of 1972.</p> <ul style="list-style-type: none"> Specifics are located in the TMCC Student Handbook Title IX Coordinator and Safety Compliance Officer <ul style="list-style-type: none"> Christopher Parisien Phone #: (701) 477-7814 cparisien@tm.edu
<p>Tips</p> <ul style="list-style-type: none"> Try to be as clear, concise, complete, and professional as possible. When possible, minimize the use of acronyms, abbreviations, and jargon. Try to use only those that are “universally” understood within the advising or TMCC community. Be sensitive to presumptions of gender. Refer to the student by the preferred name, pronoun used by the student, or by the word “student.” Include enough specific information to be useful for future advising appointments (yours or other advisors) with the student. Document specific information you give to the student about policies, requirements, or deadlines. Include information relevant to a student’s academic progress, questions, or situation and document all academic suggestions and/or referrals and the rationale for such. Document possible consequences related to student action or inaction, as well as pros and cons of options if applicable. Include information that reflects a holistic approach to advising (i.e.: discussions around personal, social, or career interests/goals). 	<p>TMCC requires all employees to take the following educational/training courses on an annual basis:</p> <ul style="list-style-type: none"> Mandatory annual Title IX Training. This training will include, but is not limited to, TMCC Title IX Policy, Responsible Employee reporting procedures, Bystander Intervention, and supportive services. This training will be conducted either in-person or online.
<p>Ensure statements are objective and based on facts. Avoid statements that are judgmental, value-laden or based on your guesses, assumptions etc... Examples could include:</p>	

- Instead of: “Student is avoiding math because of fear of not passing.”
 - Consider: “Student has not taken math since high school and expresses concern about succeeding. Referred student to the Math Learning Assistant.”
- Instead of: “Student might want a W this semester.”
 - Consider: “Advised student against a withdrawal from MATH 103 at this point in the term and encouraged the student to talk with the instructor before deciding. Advised student of the March 8th Withdrawal deadline and explained the process for submitting the Withdrawal Form to the Registrar’s Office, should the student decide to pursue this option.
- Instead of: “Two more general education courses to go and then okay to apply for admission to Teacher Ed.”
 - Consider: “Assuming successful completion of current general education courses (BIOL 150 and LANG 125), student will have to complete MATH 103 and LANG 126 to be considered for admission. Advised student of the deadline to apply to Teacher Ed and informed student that they could apply while enrolled in the MATH 103 and LANG 126 courses next semester.”

Sensitive Issues - Recognize Students in Distress

Caution should be used when using Jenzabar to document topics that contain sensitive issues *not related to Title IX documentation* could include:

- Student reported extenuating circumstances related to his academic progress this term.
- Student discussed a difficult situation and requested help from a campus support service.
- Student disclosed a personal situation that is having an impact on how things are going this semester.
- Life in general - financial, housing, legal problems, or cultural.
- Life skills - transitional, communication, relationship or social.

Ask yourself:

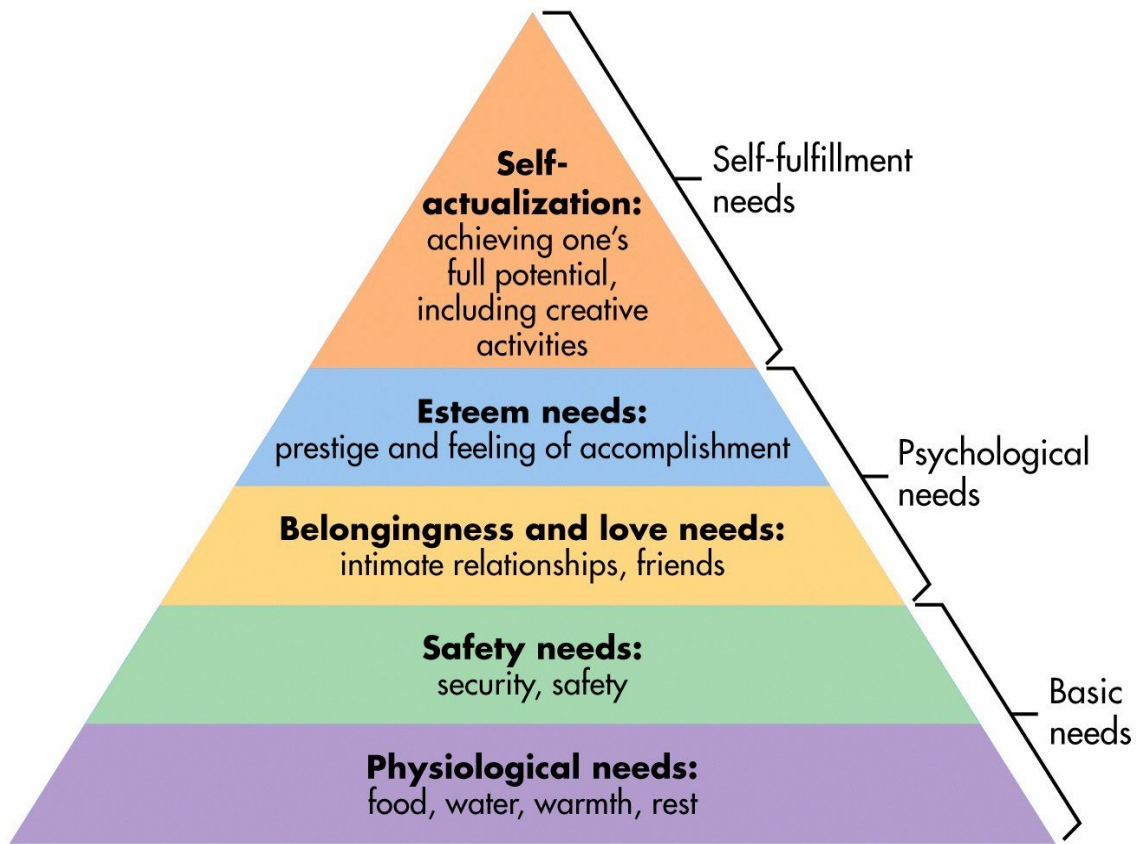
- Is this something another Canvas user connected with the student would need to know?
- Are the details in my notes based on fact? Or, are they observational and personal? Is the distinction clear and written in a non-judgmental tone?
- Are my notes interpretable by someone else? Did I provide enough information for another person to understand the substance and context? Did I avoid using jargon and acronyms?

Legalities

- All advisor notes and documentation are part of a student’s academic records.
- They are accordingly covered by FERPA Privacy Laws and cannot be disclosed to a third party without the student’s clearly articulated authorization.
- Student education records are also subject to disclosure in certain legal contexts.
- Students also have the right to review any and all parts of their advising records. Additional information on FERPA is provided in the next section (University of Montana, nd, Retrieved https://www.umt.edu/oss/for_faculty_staff/advising.php).

Resource: [Academic Advising Manual for First Year Advisors](#) pg. 38-44; [Missouri State ; Advising Notes and Documentation Guidelines](#)

Remember Maslow's Hierarchy of Needs with our Students.



Red flags may be:

- withdrawal
- repeated absences
- dramatic drop in GPA

Referrals

Know when to refer

- When a student asks for a referral.
- When a student presents a problem or requests information beyond the advisor's range of knowledge.
- Someone you think you have helped as much as possible but seems to need further help.
- Lack of objectivity - when the advisor knows the student as a friend, neighbor or relative and finds objectivity could be compromised.
- If a student is reluctant to discuss a problem with you for some reason.
- If a student expresses suicidal or homicidal thoughts, act quickly regardless if the student disagrees.

How to refer

- Be honest about your concerns and limitations. Empathetically make it clear that you believe the student would benefit from assistance beyond what you can provide.
- Be specific about the behaviors that concern you. Discuss with the student the need for help and include him/her in the referral decision process.
- Allow the student time to think about being referred. Accept feelings of hesitation and do not rush the student into making a decision.
- If the student refuses the referral, accept the decision and leave the room to reconsider.
- If the student agrees to the referral and the particular referral will require an appointment, help facilitate the appointment by calling that office with the student's permission. A student who leaves your office with a name for the person to meet with, location, phone number, and date/time of an appointment will be more likely to go to the appointment.
- Cases may arise where it is appropriate for the advisor to escort the student for the initial appointment as a sign of support.
- If appropriate, suggest to the student that with his/her permission you will provide useful information to the referral contact.
- Follow up! Even if the student did not accept the referral, follow up with the student within 48 hours. Following up demonstrates that you are concerned about the student's well-being and you consider the problem one that requires professional attention.

Source: [Advising Manual 2016](#)

Section III. Academic Policies

Admissions

1. Joni Lafontaine is the Admissions Officer. jlafontaine@tm.edu #701-477-7885
 - a. Provides admission requirements for new students, transfer students, re-admit students.
 - b. Admission Appeals: If a student is denied admission to the college, he/she may appeal for a case review. Any questions concerning appeal procedures should be addressed to the Dean of Students
 - c. Admission requirements and FERPA can be found here. [FERPA form](#)

Registration

1. Contact Angelina (Angel) Gladue, Registrar. agladue@tm.edu. #701-477-7825
 - a. Registration is conducted each semester. Faculty members are available to advise students during the fall and spring registration periods. Students are informed by mail, media and TMCC website (www.tm.edu) about the date, time, and place of registration.
 - b. Student Orientation
Orientation is an organized informational seminar and an important part of the registration process. Orientation is a requirement for new students. At the session, staff and peer mentors present an overview of information for all freshmen and transfer students who intend to enroll for the semester.

Student Admission Classification

1. Classification System (first year, second year, part time, transfer)
 - a. A student who has earned less than 29 semester hours of credit is classified as a freshman.
 - b. A student who has earned 30 semester hours of credit or more is classified as a sophomore.
 - c. A student admitted to a Bachelor's program will be classified as a junior or senior as noted in the Department's program of study.

Year	Credits
Freshman	0-29
Sophomore	30-60
Junior	61-89
Senior	90 and above

- d. Any student applying for admissions to TMCC will be admitted to one of the following classifications:
 - A regular student is enrolled in 12 credits and 6 for the summer.
 - Part time is enrolled in less than 12 and less than 6 in the summer.
 - Early Entry/Dual Credit is a high school student who is a junior or senior or

- high school credit and has a high school cumulative GPA of at least 3.00
- Non-Degree is a current GED student or an Auditor.
- CEU's is a student who is enrolled in courses for CEU credit, which leads to certification, recertification and personal enrichment.

Placement

1. All new students registering for courses must meet placement requirements prior to being allowed to register for an English and mathematics level coursework.
2. The purpose of placement testing at TMCC is to match the academic readiness of the incoming student with the academic requirements of the curriculum and enhance the probability of academic success.
3. If test results do not meet the standards of college-level courses, students are required to register in courses, which help them to improve their learning and increase their opportunity to succeed in college.

Credits, Grades, Honor Roll and Points

1. The College functions on the semester plan. All academic work is completed in terms of semester credit hours. For academic purposes, TMCC uses Carnegie units to measure semester credit hours awarded to students for course work. Normally, institutions of higher education award Carnegie unit of credit to students for satisfactory completion of:
One (1) fifty (50) minute session of classroom instruction for a minimum of three (3) hours per week for a semester of not less than fifteen (15) weeks.
2. Exact distribution of time may vary with the type of course, so students are encouraged to check the class schedule. All study for credit is recorded by letter symbols, each of which carries a value in honor points per credit hour. The grading system and honor point scale is as follows:

Grade	Significance	Grade Points
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Passing	1.00
F	Failure	0.00
I	Incomplete	0.00
P	Pass	0.00
AU	Audit	0.00
N	No Credit	0.00
W	Withdrawal	0.00

Incompletes

1. The mark "I" is assigned to a student who has been in attendance and has done satisfactory

work within three weeks of the close of the semester, and whose work is incomplete for reasons acceptable to the instructor.

2. An incomplete grade should be for extenuating circumstances only. It is the student's responsibility to initiate the incomplete process.
3. The student must get an incomplete card from Student Services and then negotiate the incomplete with the instructor.
4. If the instructor allows the student to receive an incomplete, the instructor then returns the card to the Registrar when final grades are submitted.

Attendance and Financial Aid Disbursement

1. It is the policy of the Turtle Mountain Community College to maintain and enforce attendance requirements for all students. This policy places the responsibility on students to attend class. To pursue college work successfully, students are expected to attend all classes.
2. Students have a personal responsibility to themselves and their course instructor to attend class.
3. If a student is unable to attend class, it is their responsibility to notify their instructor, preferably in advance.
4. Attendance is reported weekly to a Student Services Official and is released to the Financial Aid Official to determine aid eligibility and last date of attendance.
5. Students must be in attendance at least 67% of the total credit hours that they are currently enrolled in to receive Title IV funding.
6. This would exclude any eight-week mini courses that have not started or which are completed for the current semester.
7. Examples of being eligible in 67% of total credits:
 - *If a student is enrolled in 12 credit hours, they must be eligible in a minimum of 8 out of 12 credits.
 - *If a student is enrolled in 15 credits hours, they must be eligible in a minimum of 10 out of 15 credits.
 - For a student to determine their eligibility, they would determine how many credit hours they are eligible in and divide that by the total number of credit hours they are enrolled in.

Administrative Withdrawal and Withdrawal from College

1. Students who register for classes and do not attend any of the classes within the first week of the semester will be administratively withdrawn from all the courses for that semester.
2. Students who withdraw from all courses taken in a semester are encouraged to meet with the college counselor before they withdraw.
3. A student who totally withdraws will receive a "W" for all courses in that semester, unless they withdraw before the last day to add. If a student withdraws before the last day to add, these courses will not appear on the student's record.
4. Withdrawal cards may be obtained from the Student Services Department, and must be completed by the last day to drop. See academic calendar for the last day to drop. The student must obtain all required signatures on the withdrawal card.
5. *Dropping Course(s)* Dropping of classes can be done according to the dates shown in the

calendar at the beginning of this catalog. The procedures are as follows:

- a. Pick up the Change of Registration card from Student Services.
- b. Fill in the class(es) dropped on the front of card.
- c. Obtain required signatures.
- d. Return all books for dropped classes to the Bookstore.
- e. Return completed card to the Registrar.

Academic Standing

1. **Satisfactory Academic Standing:** A student who maintains at the standards of satisfactory academic progress at the conclusion of any academic term (2.00 GPA) is considered to be making satisfactory academic progress at TMCC.
2. **Less Than Satisfactory Academic Standing:** A student who fails to maintain the standards of satisfactory academic progress (2.00 GPA) at the conclusion of any academic term is considered to be failing to maintain satisfactory progress and will be placed on academic probation. TMCC has established the following probation, continued probation, and suspension procedures:
 - **Academic Warning:** After grades are reported at the end of the any academic term, a student whose current term GPA is under a 2.00 but the over-all GPA is over a 2.00 will be placed on an “Academic Warning.”
 - **Academic Probation:** After grades are reported at the end of any academic term, a student whose current term and overall grade point average falls below a 2.00 will be placed on “Academic Probation.” A student who is on “Academic Probation” may not enroll for more than the 12 credit hours. A student who meets the Standards of Satisfactory Academic Progress (2.00 GPA) at the conclusion of that term will be removed from “Academic Probation.”
 - **Continued Academic Probation:** When the cumulative grade point average is not satisfactory according to the Standards of Satisfactory Academic Progress; the student must maintain a minimum of 2.00 term grade point average each semester and will remain on “Continued Academic Probation” until the student meets the standard of satisfactory progress with a 2.00 overall GPA.
 - **Academic Probation after Incompletes Are Satisfied:** When a student satisfies their incomplete(s) after the sixth week in residence and the student’s grade point average is not in compliance with the standards of Satisfactory Academic Progress, they will be placed on “Academic Probation” All of the TMCC conditions for academic probation will apply.
 - **Academic Suspension:** Any student on “Academic Probation” or “Continued Academic Probation” who fails to maintain satisfactory academic progress according to the semester grade point average requirements will be suspended. The suspension will be for one semester not including the summer semester. A student suspended from the college is

denied the privileges of the institution. A suspended student, upon re-admittance by the Registrar, will be placed on Academic Probation status and may be limited to taking a maximum of 12 credits. A student who is receiving Financial Aid should refer to the Financial Aid section of the catalog for eligibility criteria.

- **Academic Suspension after Incompletes Are Satisfied:** When a student who is on “Academic Probation” receives an incomplete(s), the student will be identified by the Registrar before the beginning of the new term. The student will be sent a letter of notification containing conditions for continued enrollment. If the student’s grade point average is not in compliance with the semester grade point average requirements when the student’s incomplete grade is satisfied, the student’s registration will be canceled and be suspended.

Academic Bankruptcy:

1. TMCC has a policy for allowing a student who has experienced academic problems to apply to the Academic Standards Committee in writing for Academic Bankruptcy.
2. Academic Bankruptcy is designed for the benefit of the student who had an extremely poor start academically. Students may apply for Academic Bankruptcy only after they have sat out the required term or terms of their suspension or have been suspended twice from TMCC.
3. The consequences of Academic Bankruptcy are:
 - No credit is counted from previous transfer course work.
 - All courses and grades will remain on the transcript, but will not be used in calculating cumulative GPA.
 - Academic Bankruptcy will only be granted once throughout a student’s academic career at TMCC.
 - Bankruptcy does not clear an individual’s record of previously attempted credits and grade point average for Title IV funding.
 - A student who is using Veterans Administration benefits must consult a veteran’s representative before they use this policy

Standards to Maintain Financial Assistance

- 2.0 GPA
- Full-time
- Good academic standing

Requirements for Graduation:

A candidate for graduation must meet the following criteria:

1. Graduation application should be completed the semester of anticipated graduation;
2. Students must have achieved a cumulative grade point average of 2.00. Note: Some programs may require a higher GPA;
3. The student must complete an exit with the following offices: Business Office, Registrar’s Office, Bookstore and Library;
4. Transfer students must earn a minimum of fifteen (15) credits at TMCC prior to

- graduation for an Associate degree and (30) credits for a Bachelor's degree and must be enrolled at TMCC during the final semester of anticipated graduation;
5. Student must complete payment of all fees and financial obligations to the College;
 6. In order to participate in graduation, the student must have completed all coursework or will be able to complete required coursework during the summer term.
 7. Some programs will have additional graduation requirements that must be met.

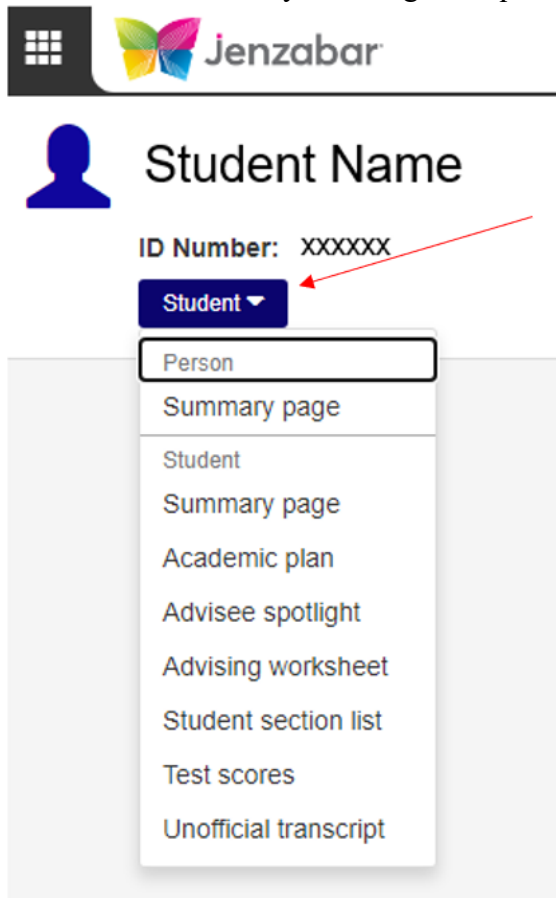
Section IV. Advising Procedures

Catalogs

Catalogs from 2015-2016 to 2020-2021 can be found at the following link
<http://tm.smartcatalogiq.com/>

Advising Record/Worksheet

Students' advising worksheets can be found in J1. When looking for the advising worksheet in J1, you will need to be under the student's profile. Click on the blue dropdown that says Student, and then click on 'Advising worksheet'. This will bring up a pdf of the student's advising worksheet. The advising worksheet contains the student's plan of study and courses they have taken so far that satisfy their degree requirements.



First year students

All first-time two-year Associate of Arts (A.A), and Associate of Science (A.S) degree-seeking students, will be required to complete the First Year Experience Seminar. Students register and complete the seminar in the first semester they enroll. The course orients students to college and examines topics that are important for student success and positive student outcomes.

Students who enroll in the two-credit seminar:

- All first time, the first year, freshmen students.
- Any student with 11 or fewer credits, excluding Dual Credit students.
- Returning/Transfer students who have been out of school for seven years or more and have not earned a degree from Turtle Mountain Community College.

Students that will be exempt:

- Students who have earned a Bachelor's degree or two-year Associate's degree from an accredited institution of higher learning will not be required to complete the First Year Experience Seminar.

Part-Time Students

A part-time student is one who is enrolled for less than twelve (12) credits for the fall and spring semesters and less than six (6) credits for the summer term.

Transfer Students

A transfer student must meet the general admission requirements of Turtle Mountain Community College.

1. All general admission requirements are applicable, with the exception of an official high school/GED transcript.
2. A transfer student must provide an official transcript of all previous college work.

Students who have attended college elsewhere must notify Turtle Mountain Community College (TMCC) of all previous enrollments. Students are required to have all official transcripts sent as part of their admissions requirements.

1. Any coursework transferring must meet the same criteria as the courses listed in the TMCC Catalog.
2. Transfer courses with a grade of "C", or higher will be accepted if they apply to the student's degree program of study. Students must contact the Registrar who may consult with the department chair for specific information about what credits may be transferred and how these credits fulfill any degree requirements.

**In order for a transfer student to receive degree and/or certificate from TMCC, students must have:

- Earned a minimum of 30 of the 120 credits for the bachelor's degree.
- Earned 15 of the 60 credits for the associate's degree from TMCC.
- For certificate programs, 25% of credits must be earned from TMCC.

Development Courses

Developmental coursework is eligible for federal aid but does not apply towards a degree or GPA calculations. Enrollment in these courses will increase the number of attempted credits.

Adding/Dropping Classes

All students are encouraged to register online. Students who do not have online access can come to the Student Services Department for assistance. Students can see the IT Department for assistance with username and password help. All students will be required to pay a registration fee of \$25.00 regardless of how many credits the student registers for in that semester. This fee will be charged each semester.

1. Each student prepares a schedule of classes.
2. Advisors are assigned based on the degree program in which the student is enrolled.
3. After reviewing the program of study with his/her advisor, the student enrolls in the appropriate classes in the online Student Information System.
 - Each student will email his or her advisor a request for approval for fall and spring semester through the online registration on Student Information System. Once the advisor approves the schedule, the student will print a copy of his/her class schedule.
4. The student will then take their schedule to the security office to obtain a student identification card.
5. Students will be required to present the class schedule and student identification card to the bookstore to receive textbooks

Dropping of classes can be done according to the dates shown in the academic year calendar.

The procedures are as follows:

1. Pick up the Change of Registration card from Student Services.
2. Fill in the class(es) dropped on the front of card.
3. Obtain required signatures.
4. Return all books for dropped classes to the Book Store.
5. Return completed card to the Registrar.

Repeating Classes

Students have the option to repeat a TMCC course taken in residence. Courses that are repeated will only be covered up to two times under federal financial aid and the student will be required to pay on their own if repeated three or more times if failed or withdrawn from. Any course that was passed in a prior term and is being retaken for a higher grade may only be repaid once with federal financial aid.

Any course once recorded on the student transcript cannot be removed from the transcript. A repeated course will be indicated on the transcript with asterisk "*" or "R" next to it. When a course is repeated, only the last grade earned and credit earned will be used in computing the cumulative grade point average. Repeated courses must be taken in residence and students can only repeat TMCC courses. Courses that were taken in the quarter system cannot be repeated in the semester system.

Overloads

The average course load for a regular full- time student is 15 credits with a minimum of 12 credit hours. A student can enroll for a maximum of 21 credit hours. The maximum course load for any student is 21 semester hours. A student may request permission to enroll in credits above 21 credits with the prior administrative written approval by completing the credit overload form.

Student Petition Process- Academic Standards Committee

Students are responsible for gathering all materials necessary to support their appeal. The materials should include:

1. A brief written narrative stating the grounds for the appeal. Include a description of the situation that affected you, the time during which you were affected, the extent to which this condition/event/situation affected you and the specific remedy you are requesting. Note that you should give details only to the extent that they support your request. Keep in mind that the committee does not base its decisions on your stated plans for the future but on their understanding of the situation and how it affected your past academic performance.
2. If you are requesting an exception or substitution for a General Education Requirement or a waiver of other academic regulations, you should include a statement from an appropriate faculty member, academic advisor or administrator supporting the request. For course substitutions, a Course Substitution Form is available in Student Services.
3. For medical conditions (physical or mental health), provide documentation from a treating professional on letterhead stationery. Any supporting documentation, medical or non-medical, should include the following:
 - a. The time during which the condition/event/situation affected academic performance.
 - b. The severity or scope of the condition or situation (if applicable).
4. Submit all petition packets to the Dean of Academics. The written request is the only acceptable form of appeal. Students may not appear before the Committee in person. The student will be notified in writing of the committee decision. Decisions are final and cannot be appealed.

Changing a Degree Program

A student may change a program of study by completing the required change of program of study form. The form can be picked up and returned to the Admissions Officer. The student will be sent a new admittance letter confirming the change.

Independent Study

A student at TMCC may need to take a course independently in order to satisfy graduation requirements in the student's proposed major. An independent study course offers a student the opportunity to make an in-depth study of a course in the student's regular curriculum that is not offered during the semester they are registered in (please note that any class requiring a lab and/or hands on activities, and any educational methods course cannot be taken as an independent study course).

No more than three (3) credit hours from an independent study may be earned in any one semester, and not more than nine (9) credit hours of independent study credit may count toward satisfying the minimum requirements for a degree of study at TMCC.

The student is responsible for conducting the independent study with the guidance of their advisor and faculty of record for the course. All independent studies are expected to include readings and assignments commonly found in the course syllabus and include a reflective journal and/or final presentation of coursework. Final presentations in whatever agreed upon format must meet professional standards. While there is not official independent study class meeting time, regular class meetings may be scheduled to facilitate faculty-student conferences and reporting.

Procedures:

1. A student wishing to enroll in an independent study should begin by completing the **“Independent Study Application Form”** at least one week before the first day of class for the semester. The student should confer with their advisor for the justification for the independent study course.
2. The student must meet the following requirements before taking an independent study course:
 - a. The student needs to be making satisfactory progress in the student’s degree plan and have a 2.00 cumulative GPA at the time of the request.
 - b. The student must have completed 12 credits of college coursework with a minimum GPA of 2.00 or above.
 - c. The Application must present a convincing rationale for the intended independent study and must provide evidence of a genuine desire to work independently.
3. The student should then submit the application form to the approved faculty of the course to agree to the independent study.
4. If the faculty agrees to the independent study course, the student will pick up and submit the approved application form to TMCC Academic Dean for final approval. The student, the advisor, and the faculty of record should keep copies of the application. If approved, the Academic Dean will notify the Registrar of the course addition to the TMCC schedule of classes.
5. The faculty of independent course will provide a syllabus for the independent study to include the layout the required coursework, the format of the reflective journal and/or final may be in person, by phone, or email.
6. To register, the student must complete regular required registration paperwork for the course.
7. ***Note: Turtle Mountain Community College reserves the right to deny an independent study for any course to any student at any time.***

Graduation Requirements

A candidate for graduation must meet the following criteria:

1. Graduation application should be completed the semester of anticipated graduation;
2. Students must have achieved a cumulative grade point average of 2.00.

Note: Some programs may require a higher GPA

3. The student must complete an exit with the following offices: Business Office, Registrar's Office, Bookstore and Library;
4. Transfer students must earn a minimum of fifteen (15) credits at TMCC prior to graduation for an Associate degree and (30) credits for a Bachelor's degree and must be enrolled at TMCC during the final semester of anticipated graduation;
5. Student must complete payment of all fees and financial obligations to the College;
6. In order to participate in graduation, the student must have completed all coursework or will be able to complete required coursework during the summer term.
7. Some programs will have additional graduation requirements that must be met.

Once a student has met all requirements of their program of study, the student should fill out a graduation application. The student can find Airslate fillable graduation applications by clicking the "Graduation Application" link on the following webpage https://www.tm.edu/current_students/student-forms/. The student will fill out the form and it will be sent to the advisor for their signature. It will then be forwarded to the Registrar in Airslate.

Section V. Legal Issues

It is essential advisors become familiar with ethical/legal guidelines of advising and application of FERPA. Turtle Mountain Community College adheres to a policy of compliance with the Family Educational Rights & Privacy Act of 1974. The definition of this Amendment is as follows:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies;
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information;
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): Policy & Procedure for Registration/and Academic Record Information 16;
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or

newspaper article) is left to the discretion of each school. For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

- Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
- The link for students can be found on the [admission site](#)

Students with Disabilities

1. LAWS IMPACTING POST-SECONDARY EDUCATION: 1) Section 504 of the Rehabilitation Act of 1973 and 2) Americans with Disabilities Act (ADA) of 1990
2. ELIGIBILITY REQUIREMENTS

Any student with physical or mental disabilities, hearing or visual impairments, speech or language impairments, learning disabilities, or other health related impairments may qualify for services providing that the disability or impairment substantially limits one or more major life activities. Once eligibility has been established the DS coordinator will notify the student and develop a program plan to satisfy reasonable accommodations. The types of support services provided vary according to the needs of the student.

[College Counselor/Disabilities Accessibility Coordinator](#)

Phone: 701.477.7947

Ext: 2915

e-mail:

Instructors have the *right* to:

- Maintain the fundamental nature of course content;
- Require students to demonstrate knowledge of essential course material;
- Discuss an accommodation with the student and Disability Resources if it seems unreasonable.

Instructors have a *responsibility* to:

- Implement best practices to reach a wide range of learners- universal design
- Direct students to the necessary resources such as the College Counselor/Disabilities Accessibility Coordinator
- Work with Disability Resources and the student to ensure they are accommodated in a timely manner
- Maintain confidentiality

Sexual Harassment

1. Sexual harassment is a form of sex discrimination, which is prohibited by law. It is the policy of the College that sexual harassment is unacceptable, shall not be tolerated, and that no member of the College community may sexually harass another.
2. Sexual harassment is unwelcome sexual conduct that is implicitly or explicitly either a term or condition of employment or academic advancement. There are two types of sexual harassment, “quid pro quo” and “environmental.”
3. See Table on page 10.

Drug and Alcohol Abuse Policy

1. Anti-Drug Abuse Certification: Each student must certify compliance with the Omnibus Drug Initiative Act of 1988. As a grant recipient of a federal program, a student who wishes to receive Financial Aid is required to certify that he/she will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance while attending Turtle Mountain Community College and receiving financial aid.
2. The Act gives courts the authority to suspend eligibility for federal student aid when sentencing a student who has been convicted of a drug-related offense.

Section VII. Advisor Resources

This is a non-comprehensive list of important department resources including names, titles, phone numbers, email addresses, and department links. As an advisor, you will develop a list of resources you find most useful, and that list may include sources not listed here.

Registrar:

The TMCC Registrar Office makes every effort to assist students and their advisors throughout the registration process and related functions such as: orientation, pre-registration, change of registration, add/drop and total withdrawal, transfer credits, program of study changes, class cancellations.

Angel Gladue, Registrar

Phone: 701.477.7825

Ext: 1157

e-mail: agladue@tm.edu

Office: Room 115H

Admissions:

TMCC has an open-admission policy for most of its programs. However, the College does reserve the right to institute a selective admission policy in programs of study where limitations are necessary, In addition, TMCC reserves the right to deny or to place conditions on admission or re-enrollment of applicants and former students if the College determines such person represents a safety risk to persons or property at TMCC

Joni LaFontaine, Admission Officer

Phone: 701.477.7885

Ext: 1158

e-mail: jlafontaine@tm.edu

Office: Room 115

Financial Aid:

The TMCC Financial Aid Office, using one or more of the student aid programs described in this section, will make every effort to provide adequate financial assistance to the student that demonstrates legitimate financial need.

Kodi DeCoteau, Financial Aid Director

Phone: 701.477.7896

Fax: 701.477.7943

Ext: 2916

e-mail: kyeager@tm.edu

Office: Room 115G

Corrilyn Henry, Scholarship Technician

Phone: 701.477.7856

Fax: 701.477.7943

Ext: 1048

e-mail: chenry@tm.edu

Office: Room 115

LeeAnn DeCoteau, Financial Aid Counselor

Phone: 701.477.7889

Fax: 701.477.7943

Ext: 1164

e-mail: lmdecoteau@tm.edu

Office: Room 115

[IT Department:](#)

Turtle Mountain Community College Information Technology Department (ITD) provides support services for students and employees. Areas that fall under IT include: •Computer & Support Services (Help Desk) •Server Operations •Application Support •Network and Telecommunications Services •Student Web Portal

Chad Davis, IT Director

Phone: 701.477.7847

Ext: 2058

e-mail: cdavis@tm.edu

Office: Room 208A

Mike Poitra, System Administrator

Phone: 701.477.7984

Ext: 2057

e-mail: mpoitra@tm.edu

Office: Room 208A

Jaclyn De Los Santos, Database Report Writer Trainer

Phone: 701.477.7904

Ext: 2946

e-mail: jdelossantos@tm.edu

Office: Room 208A

Robert Poitra, Distance Learning Coordinator

Phone: 701.477.7842

Ext: 2113

e-mail: rjpoitra@tm.edu

Office: Room 208A

Business Office:

The Business Office houses the accounting, accounts payable and payroll functions of the College. Should you have any questions about these functions, please contact:

Tracy Azure, Comptroller

Phone: 701.477.7809

Fax: 701.477.7990

Ext: 2201

e-mail: tazure@tm.edu

Office: 117

Tutoring :

Academic Success Office (ASO)

The Academic Success Office provides the First Year Experience course, Transitions-Graduation and Beyond course and Learning Assistants to tutor in the subjects of Math, Science and English.

Phillip Brien, Science Learning Assistant

Email: pbrien@tm.edu

Office Phone: 477-7862 Ext. 1044

Raeanne Henry, Science Learning Assistant

Email: raeanne.henry@tm.edu

Office Phone: 477-7862 Ext. 1060

Jenna Parisien, English Learning Assistant

Email: jparisien@tm.edu

Office Phone: 477-7862 Ext. 1001

Denver LaRocque, Math Learning Assistant

Email: denver.larocque@tm.edu

Office Phone: 477-7862 Ext. 2112

Robert Upton, Math Learning Assistant

Email: rupton@tm.edu

Office Phone: 477-7862 Ext. 2112

Student Support Services

Student Support Services is an academic support program that assists students to initiate, continue, or resume their college education. We are prepared to assist the student in overcoming the wide variety of difficulties that trouble our student body (such as an inadequate educational background). Tutoring is available in multiple subjects.

Services: 1) Full-time Counselor/Advisor; 2) Full-time Career Counselor; 3) Academic

Assessment; 4) Assistance with completing FAFSA; 5) ACT Testing; 6) Completing application forms; 7) Arranging tutoring; 8) Support groups; 9) Interest inventory; 10) Assistance with transferring to four-year institutions and 11) Referral services (Agencies outside the institution)

Rhonda Gustafson, Director

Phone: 701-477-7888

Office: Student Union

Email: rgustafson@tm.edu

Placement Center

Offering students and graduates assistance to secure a job offer after graduation! Resume writing – A resume is a lifelong working document. Help in creating, reviewing, or revising your resume now. Assistance with 1) Interview Skills/Mock-Interviewing; 2) Job Search/Application Process; 3) Job relocation information – Daycare, Schools, Housing, Lifestyle information – Anything to help remove barriers in job relocation

Mike Vandal, Placement Coordinator

Phone: 701.477.7869

Ext. 1161

e-mail: mvandal@tm.edu

Disability Services:

The mission of Turtle Mountain Community College (TMCC), Office of Disabilities (DS) is to meet the federally mandated responsibility to provide equal access and opportunity to programs for students with disabilities enrolled at TMCC.

College Counselor/Disabilities Accessibility Coordinator- Vacant

Phone: 701.477.7947

Ext: 2915

Office: Student Union

Bookstore:

Textbooks can also be purchased if the student chooses to purchase them. Textbooks will need to be returned within five days after the end of the current semester. Students who do not return textbooks will be billed full price for them.

Shirley Morin, Bookstore Technician

Phone: 701.477.7887

Ext: 1170

e-mail: smorin@tm.edu

Office: Bookstore, Room 118