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The Takoda Institute of Higher Education (A Division of AIOIC) is licensed as a private career school with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 141.21 to 141.32. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The MOHE is located at 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227. Their phone number is 651-259-3975.
MISSION STATEMENT

The American Indian OIC was established in 1979 in response to the high unemployment and poverty rates that were plaguing the Minneapolis American Indian community. At that time, the Phillips Neighborhood of South Minneapolis was the largest urban concentration of Native Americans in the nation as a result of the federal relocation policies of the 1950’s and 1960’s. In an effort to provide real economic assistance for the community, the AIOIC was created as a means to provide training and employment preparation for the people to use as a pathway out of poverty.

The mission of the American Indian OIC is to empower American Indians – as well as all other students – to pursue career opportunities by providing individualized education, training, and employment services in a culturally sensitive and supportive environment. In so doing, the AIOIC will have provided the committed individual with the tools needed to procure gainful employment and financial independence.

Since its inception, the American Indian OIC has been an anti-poverty agency providing public secondary education, vocational training, post-secondary education, job placement support services, and opportunities for leadership development for an estimated 1,500 people per year. The programs offered at the AIOIC are rooted within the rich traditions of the Native American people and are administered by both community leaders as well as by trained and licensed instructors. All programs are based on the following values:

- Multiple generations learning together to promote equality, education, employment and training to empower all;
- Building partnerships that remove barriers to employment, education, and economic development;
- Training individuals to become self-sufficient, to learn the value of diverse cultures, and gain self-esteem and self-confidence in order to be able compete in today’s job market.

Over its history, the AIOIC has built a workforce consisting of well over 14,300 adults - of which 89% of them were Native Americans living within the Phillips Neighborhood community. This accomplishment was achieved through the continued efforts of our agency to work closely with clients to further develop their professional credentials while simultaneously increasing their occupational skill needed to maintain meaningful employment. Such efforts have repeatedly served to enable our clientele to earn an income commensurate with their family’s needs - as well as to dramatically uplift their overall standard of living.

The Takoda Institute of Higher Education is the educational training arm of the AIOIC. An accredited post-secondary institution, the Takoda Institute specializes in providing economically viable training programs in an expedited fashion for all eligible students. All programming at the Takoda Institute has durations of no longer than one year – with the majority running for no more than either 6 to 9 months in length. In addition, students within these programs are provided with “wrap-around” services that include student support (Office of Student Services) in addition to employment counseling and placement.
I. Building Usage

The American Indian OIC – and in particular the Takoda Institute of Higher Education - prides itself on its appearance, cleanliness, and general functionality. The agency has invested a great deal towards maintaining the overall aesthetic beauty of the campus for both student and staff comfort.

The AIOIC maintenance staff depends upon student assistance and respect for property to help keep our environment safe and comfortable for all who come here.

Entrances & Exits:
There are two (2) major entrances/exits on the north side of the building, and one exit on the south. All staff, students, clients and guest are required to enter through the main entrance on a daily basis. Once inside the building all staff, students, and clients are required to sign in and out, and obtain a security tag (if requested by reception) at the front receptionist desk in the main building’s lobby. All doors open from the inside according to fire code.

**Emergency Evacuation:**

In the event of an emergency, which requires the evacuation of the building, the fire alarm will sound. The school holds periodic fire drills to ensure proper compliance with state-mandated emergency codes and policies.

**Cancellation of Classes Due to Weather:**

It is possible that school may close because of a snowstorm or other inclement weather conditions. Announcements of school closing will be aired on local television channels. When the Minneapolis Public Schools are closed due to inclement weather, American Indian OIC will be closed.

**Telephone:**

Only emergency messages will be accepted. If a beeper or cell phone is brought to class, it must be set on quiet mode. There is a Courtesy Phone located near the reception area for students and clients to use - however you are asked to respect the needs of others and not have extended phone calls.

**Use of Tobacco Products:**

The Takoda Institute of Higher Education – along with the AIOIC as a whole - is a Tobacco-Free facility. Smoking is NOT allowed within any of the campus buildings. Smoking is allowed out-of-doors in the back of the main building only. Please respect our building and grounds and do not litter. A trash bin and ash tray has been set out for trash, litter, and cigarette butts.

**Use of Food and Drink Products:**

The use of food or drink (coffee included) is allowed within campus buildings with one exception: Food and drink are strictly prohibited in the computer rooms. Again, out of respect for our facilities personnel and for fellow clientele, please clean up after yourself and properly dispose of all trash and recyclables upon completion of their use.

**Cell Phones Usage and the Courtesy Telephone:**

All Cell Phones are strictly forbidden within classrooms and/or during class times (including texting). If a student must take a call on their cell phone (in the event of an emergency), they are to exit the classroom immediately and refrain from using excessively loud or course language while on the call. This is to be done out of respect for fellow clientele who are there tending to their business. A courtesy telephone is available for use by clientele for brief periods in the main lobby.
Parking:

Parking is very limited at the American Indian OIC. Students are encouraged to car pool or ride the metropolitan transportation system. Please allow extra time to get to class for travel and/or parking. Students may need to park at other public parking spots if parking is not available at AIOIC upon their arrival.

Accidents and Incidents:

In the event of an accident occurring on AIOIC grounds that result in any injury or property damage must be reported immediately to the AIOIC via the completion of an Incident Report (these report forms can be found at the reception desk upon request). The Education Director – working in concert with the Vice-President and Chief Operations Officer - will complete the submitted Incident Report after conducting a follow-up investigation of the events in question. Copies of this completed report will be maintained by the agency and will be made available to all parties involved.

II. Student Affairs

Class Scheduling, the Academic School Year:

The Academic School Year at the AIOIC is divided into four (4) Quarters that last 12 weeks in length (Summer, Fall, Winter, and Spring).

All classes are held during the length of each quarter (12 weeks) and run for only the duration of that quarter. Once a new quarter begins, all classes begin anew as well. Class schedules vary and are determined by each individual program.

All official reporting of student records (grades, attendance, etc.) are formally submitted and recorded at the conclusion of the academic quarter. Therefore the end of each academic quarter is the final deadline for materials to be submitted by students to faculty in order to receive academic credit. It is the responsibility of the student to ensure that all required materials are turned prior to this deadline.

Instructor Availability:

All instructors are available for academic discussions relating to their particular class during their established office hours. Instructors are also available for tutoring and/or follow-up instruction during non-class hours by appointment only.

The Agency also participates in and hosts many forums, speakers, and panels that students are encouraged to attend. During such occasions, notices will be posted on the Student Bulletin Board.

Student Lockers:

Student lockers and a combination lock are available for student use through student services. Only locks issued by the American Indian OIC may be used with the lockers. Any locks brought in by students are forbidden and will be forcibly removed. The AIOIC is not responsible for stolen or lost goods, or for any materials that are left behind by the students within their lockers after the conclusion of an academic quarter.
Student Mailboxes and Student Email Accounts:
As a means of transferring important information from staff to students, as well as amongst the student body itself, all enrolled students are provided with a mailbox slot. The student mailboxes are found outside of Room #6 and are typically arranged in alphabetical order. If you have trouble locating your slot please seek assistances from your representative in the Office of Student Services.

In addition, all enrolled students will be provided with a Google Mail (Gmail) email account. These accounts will come pre-established with a username and password for the student utilizing the “aioic.net” domain. If you have trouble initiating or accessing your Gmail account, please seek assistances from your representative in the Office of Student Services.

The Student Talking Circle:
The Student Talking Circle is an opportunity to enhance morale, express opinions and find solutions to problems that may be occurring for students enrolled in the Takoda Institute of Higher Education. The Student Council allows faculty and students to reach out to one another for assistance and work together toward common goals. The circle convenes for roughly an hour once every two weeks.

While all students are welcome to attend these sessions, the Student Talking Circle was designed to be a vehicle for dedicated students to enhance the overall academic experience for all other students. To be qualified to attend these meetings, the student must be accomplishing all of the following academic goals:
- They are earning a GPA of 2.0 or higher
- They are maintaining an attendance rate of 90% or higher
- They are currently considered a “Full-Time” student (enrolled for 12 – 15 credits per quarter)
- They are in “Good Standing” regarding all other enrollment obligations (eg: they are not currently on any form of Probation.)

If a student is not fulfilling the above requirements, they will not be allowed to attend the Student Talking Circle for it is the belief of the administration that such time would be best used by that student on improving their academic standing (i.e.: studying).

Insurance:
Except for building coverage, the Takoda Institute of Higher Education and the AIOIC does NOT provide health or accident insurance for students. Therefore both of these institutions assumes NO responsibility for medical expenses.

Public Transportation Services:
Our agency is easily accessible by public transportation – including by MTC Bus and Light Rail routes. Bus schedules are available inside the AIOIC main building.

Monthly and Semester-long Bus passes will be charged to students as a part of their Quarterly tuition – unless students request an exemption from this charge.

Lost and Found:
Any lost or found articles should be left at the receptionist's desk in the front lobby. Student and staff are asked to report theft of personal property to the front desk. (See security policy).

**Library Services:**

The Takoda Institute encourages all students to access and utilize the Minneapolis Public Library system for any additional research that they may need to conduct for their coursework. The Franklin Avenue Branch of the Hennepin County library system is located nearest to the campus – a mere 4½ blocks west of the 1845 E. Franklin Avenue location (1314 East Franklin Avenue, Minneapolis, MN 55404). In addition, the giant Minneapolis Central Library is located just two blocks east of the Nicollet Mall Light Rail stop (Minneapolis Central Library - 300 Nicollet Mall, Minneapolis, MN 55401).

Takoda Institute Student Services can provide guidance for students as to how they can procure a library card for the Hennepin County system and the process for maintaining a clean lending record. However, Student Services CANNOT pay for fines or late fees on behalf of students. Library fines and/or late fees are the sole responsibilities of the borrower – in this case the student.

Other materials are available in limited quantities on campus and within the Room #7. These materials include access to Questia.com, encyclopedia sets, current periodicals (magazines, journals, etc.), newspapers, and various other texts that have been used in prior classes. Students are encouraged to use these resources as well whenever needed.

**Financial Aid:**

AIOIC provides financial aid counseling and workshops to assist prospective and enrolled students through the financial aid process. The financial aid program is designed to provide financial assistance to eligible students in order to meet the expenses of attending AIOIC. Federal and some state financial aid applications are filed electronically and may take as little as two weeks to process. However, other funding may take longer to process. Students are encouraged to apply early for assistance. All financial aid recipients must be making satisfactory progress to have their financial aid continued in subsequent quarters.

If a student has any questions regarding their Financial Aid status, disbursements, etc., they are encouraged to make an appointment with the Financial Aid Coordinator.

**III. The Office of Student Services:**

The Office of Student Services is a resource for all students to use while they are attending the Takoda Institute of Higher Education. The purpose of Student Services is twofold. First, it is to ensure that all Takoda students are able to make a smooth transition back into the world of academia when they first enroll. Second, the office is to provide assistance to students so as to remedy any outside obstacles that may be prohibiting that student from progressing academically. In short, the Office of Student Services is there to ensure that each student can successfully complete
the requirements established for their program in a timely fashion with the highest level of academic achievement.

The Office of Student Services has been designed to help facilitate the student experience at the Takoda Institute from the very beginning of the student’s enrollment all the way through to the completion of their program. Through the efforts of this office, students are engaged immediately during the orientation process which establishes a welcoming, informative environment at the outset; and then continues to work with each student throughout the duration of their enrollment to ensure that their time at Takoda is as productive as possible.

In addition, Takoda Institute understands that for many who attend our post-secondary institution they are working adults confronted with the daily challenges of balancing work, home-life, and school within a tight schedule. In light of such challenges, Student Services can work with students to make sure that they have access to any additional support within the community that they might need in order to be successful students at the AIOIC.

Student Services can provide the following for enrolled Takoda Institute students:

- Student Orientations and overview sessions
- Assistance in procuring High School transcripts, GED records, and Diplomas required for initial enrollment within Takoda Institute
- Issuance of individualized class schedules for enrolled students
- Assistance in procuring books for registered classes
- All communications between the Takoda Institute and students regarding upcoming events (i.e.: feasts, upcoming ceremonies, guest speakers, etc.)
- Maintenance of all student academic records and student files – including transcripts – for all enrolled Takoda Institute students and former students.
- Maintenance of Takoda Institute Student Attendance
- Archives of all class syllabi
- Assistance in procuring work clothing, uniforms, etc. (*based upon available resources only*)
- Referral to outside agencies for personal emergencies and/or health crises (these outside Agency referrals would include: daycare facilities, employment programs, legal counsel, local health clinics, etc.)

Student Services CANNOT directly provide the following (including but not exclusive to the following list):

- CANNOT provide money to help with student finances
- CANNOT pay for tuition
- CANNOT provide Bus Tokens for students
- CANNOT provide any kind of therapy sessions for students
- CANNOT directly provide daycare for students
- CANNOT directly provide transportation for students
- CANNOT provide food or meals for students
- CANNOT directly provide shelter for students
- CANNOT provide legal aid for students

At the outset of enrollment, each student will be assigned a particular representative from the Office of Student Services determined by the program that they have selected. It is important for all students to take the time to communicate with and to get to know their Student Services representative. This relationship will serve the student
well in aiding their overall academic progress.

IV. Academic Affairs

Attendance as Part of Enrollment:

The Takoda Institute of Higher Education recognizes the direct relationship between attendance and achievement.

The main goal of our Post-Secondary school is to prepare all of our students for a successful entry into the world of work. The Takoda Institute of Higher Education, therefore, accepts the responsibility to teach not only subject matter, but also to promote the development of good habits in punctuality, self-discipline, and responsibility – what is commonly referred to by employers as “soft skills”.

We firmly believe that attendance is a student responsibility and something that is absolutely integral to academic success. It is the expectation of the Takoda Institute of Higher Education that all enrolled students are to attend class every day school is in session. The intent of this attendance expectation is to provide a structure within which students can gain maximum benefit from their instructional programs. Regular attendance in class is necessary if students are to receive adequate guidance through their coursework and benefit from the discussions and lectures that are conducted during those times.

The Takoda Institute values high attendance as a necessary component to achieving satisfactory academic progress. Instructors will incorporate an attendance policy into each course and each course syllabus, and these policies will state minimum attendance standards acceptable for that class. Potential employers often inquire about the student’s attendance and progress in relation to the expected length of the program. Attendance and tardiness are directly related to progress.

Every student should try to be at school 15 minutes prior to the start of their scheduled classes. Also, each student should be in class on time and arrive without causing a distraction for their classmates. Please arrive on time, prepared with all required materials for that class, and take your seats quietly out of respect for your colleagues and instructor.

The 70% Attendance Mandate:

The Takoda Institute of Higher Education mandates that all students attend a minimum of 70% of the allotted class time for all courses they are enrolled in during the academic quarter that the class is convening in order to retain their ongoing enrollment eligibility. (It should be noted here that several short-term Healthcare classes require even more stringent attendance requirements that are significantly higher than 70%)

Make-up Hours:

In certain circumstances a student may make up hours in order to allow them to meet the required 70% threshold for attendance – usually as a result of a prolonged, approved, and documented absence. However, the ability for pursuing “make-up hours” is wholly dependent upon the instructor – who reserves the right to allow - or not allow - such a practice within their class. If an instructor does NOT allow for “make-up hours” then it remains the student’s sole responsibility for maintaining the required attendance levels on a daily basis as the quarter progresses. In the
event of a prolonged and approved absence, the student will then have to seek out other alternative measures working in concert with the instructor in question as well as their Academic Advisor.

However, if an instructor does indeed allow for the pursuit of make-up hours, the student is then responsible for establishing a workable schedule during regular daytime hours between 8 a.m. and 4:30 p.m., Monday through Friday, when they do not have a scheduled class. The student must then gain approval for their schedule by the instructor who is awarding the make-up hours, and all earned make-up hours must be documented and verified by the instructor. Again, make-up hours is only permissible with and only with their instructor’s express permission to do so.

**Clock Hours, Credits, and “Outside of Class” Work:**

In order to meet our Accreditation requirement of convening a class for 25 clock hours for every one academic credit that is awarded, a 3 credit class such as those that are offered at Takoda Institute are required to be comprised of a total of 75 clock hours in actual running length. Due to the structure of our classes, the amount of time spent “in class” varies and will include a set amount of required work time to be executed by the student “outside” of class as a means for ensuring that the 75 hours are completed. Specifically, for those classes that meet only twice per week, their running length will be comprised of two sessions each that will last 2.5 hours each session – thus providing a weekly “in-class” time total of 10 clock hours per week. When extrapolated over the course of an entire 12 week academic quarter, this twice-a-week class structure would only total 60 clock hours – thus falling 15 hours short of the required 75. As a result, these classes will require all students to complete no less than 15 hours of independent work outside of class (totaling roughly 75 minutes per week) in order to account for the hourly shortfall. As such, students are expected to use this outside of class time to work germane to the overall course objectives for each class – including various presentation assignments, long-term projects, research papers, etc.

In order to maintain the mandated 70% attendance rate, a student can only achieve this through their attending the actual “in class” portions of the course. All clock hours designated as “outside of class” will not be included in the overall calculation of a student’s attendance rate. In short, the successful student will be the one who attends all regularly scheduled classes.

**Tardiness:**

Tardiness is showing up for class after the class has already started (being late). All students are expected to be seated and ready for each class at its appointed start time. If a student arrives late it will be considered a tardy and can negatively affect the student’s overall attendance. It is possible to have a tardy excused if prior arrangements have been made with the instructor notifying them that the student will be late and if the instructor agrees to waive the tardiness.

If a student has repeated or chronic tardiness – the instructor for that class will engage the student to try to ascertain what the problem might be that is causing the student to be late. If it is an issue that can be resolved through the efforts of Student Services then the student will be referred there and will maintain their enrollment status. If there is no legitimate reason for a student’s repeated tardiness then the student will be subject to probationary actions including and possibly leading up to termination of services.

Ultimately, it is the student who is responsible for making it to class on time, and for reading each course syllabus for the effect of absences on the student’s grade for the class in question.
Student Academic Progress Expectations:
The Takoda Institute of Higher Education prides itself on providing the highest caliber training and education possible that is predicated upon academic rigor, economically viable curriculum, cultural inclusivity, employment readiness, and personal integrity. It is also the expectation of this institution that all enrolled students embrace and exhibit these very same qualities during and after their time here.

As such, students must take an active role in their own education. They will need to study diligently, attend classes regularly, participate in all learning activities, meet all deadlines, engage instructors on a regular basis, and above all – finish what they started. A commonly spoken belief shared by faculty and staff contends that if a student is willing to take these steps, the institution shall walk beside them step-for-step to ensure their personal success.

It is the hope that all students will be able to complete their chosen programs in the time allotted for each (six or nine months). If obstacles should arise for a student that might challenge their ability to accomplish their academic goals, it is important to note that the administration of Takoda Institute is always willing to work with students to find a pathway that will allow them to finish. Remember: Every problem has a solution – so keep yourself engaged with instructors, advisors, and your Student Services representative!

Satisfactory Academic Progress Policy - SAP

Maintaining satisfactory academic and financial aid progress is important to the student. The policy of Satisfactory Academic Progress (SAP) applies to all Takoda Institute students regardless of whether they have transferred from another institution and/or whether they have received financial aid previously. As such the Satisfactory Academic Progress of each student is regularly monitored by our institution to ensure compliance. Under this policy, measurements that will be used to establish a student’s SAP progress will include:

I. STUDENT GPA (GRADE POINT AVERAGE) REQUIREMENTS:
   A. Beginning students must achieve a minimum of a 1.75 Grade Point Average (GPA) during their first quarter of enrollment.
   B. A 2.0 Cumulative Grade Point Average (CGPA) must then be maintained for the duration of the student’s enrollment.

II. PACE OF PROGRESSION
   Each student must ensure completion within the maximum time frame of 150% of published length of program in terms of credit totals (students will have a maximum capacity to attempt 15 additional credits beyond a 30 credit program; students will have 23 additional credits for a 45 credit program). This is referred to as the 150% Pace of Progression rule.
   A. Pace is calculated by dividing cumulative hours successfully completed by cumulative hours student has attempted. Students are required to earn credits within 67% of their attempted credit load each academic quarter in order to ensure the accepted pace of progression for our institution.
   B. Students must remember that their overall GPA and pace of completion are affected by: Incompletes, withdrawals, repetitions (For the AIOIC a new grade does NOT replace the previous attempt and/or awarded grade from the past. The student will have a grade for each completed course.), and credit transfers from other schools will be counted towards hours attempted and hours completed.
C. Change of Major/Program Policy will function the same as credit transfers - whatever credits transfer from one program towards the another would count towards the students attempted and completed hours total.

D. If a student chooses, they may re-enroll in a class (a repeat attempt) if they have received a grade of an “F”. A student may re-enroll as many times as they need to in order to achieve a passing grade – so long as these repeated attempts do not violate the 150% Pace of Progression rule (see above). A student may also retake a class if they wish to improve a passing grade that they had already received – however, these particular attempts (to improve a standing grade) may only be attempted once and also cannot violate the 150% Pace of Progression rule.

III. FINANCIAL AID WARNING:
Students will be placed on Financial Aid Warning if:

A. Student fails to make SAP at end of payment period. However, a student may continue to receive aid for one payment period after the Warning status has been issued.

IV. STUDENT APPEAL OF SAP STATUS:
If student fails to make SAP during a warning period they have the option to appeal this status - or else they will lose their eligibility for any further Title IV Aid.

A. The appeal policy must specify conditions under which a student may appeal. A student’s appeal must include:
   1. Why the student failed to make SAP
   2. What has changed that will allow student to make SAP at the next evaluation period

B. The appeal will be evaluated and decided upon by Education Director in consultation with the Office of the Registrar, the Financial Aid Coordinator, the Office of Student Services, and the student’s Academic Advisor.

C. If appeal is approved student is placed on Financial Aid Probation

D. If appeal is denied, the student will then be prohibited from enrolling for a period two academic quarters. After this time has passed, the returning student will have to create an Academic Plan with the registration office to ensure they will now be able to make SAP. Failure to do so will result in the returning student being denied the ability to re-enroll.

V. FINANCIAL AID PROBATION:

A. Financial Aid Probation is awarded when a student successfully appeals their SAP Warning and has had their eligibility to continue enrollment reinstated for one payment period. At the end of this period, the student is required to demonstrate that they have met the SAP standards once again.

   - or -

B. Financial Aid Probation is awarded when a student successfully appeals their SAP Warning and the student agrees to a defined academic plan that is an extended probation period. The student must meet the requirement of the academic plan after each quarter or be immediately suspended from financial aid.

Program Extensions:
All students are expected to complete their enrolled coursework within the scheduled time allotted for their program. In certain circumstances extensions beyond the program length may be requested and are at times granted. Program extensions can only be granted if the student has maintained satisfactory rates of attendance during their enrollment and has satisfied all Satisfactory Academic Progress provisions (SAP) up to the point where
the extension request is made. Extensions shall not exceed 150% of the established length of the vocational programs. This means that for a 45 credit program, a student may not attempt/enroll beyond 68 credits (this also includes any classes that were taken again on account of a failing grade.) Persons starting over entirely to complete their chosen program(s) will be assessed full tuition for these courses. In addition, repeating coursework will affect the students’ financial aid as well as their academic standing.

**Student Corrective Action Plans:**

The purpose of the Takoda Institute of Higher Education Student Corrective Action Plan is to ensure a fair, consistent, and coherent policy involving the types of disciplinary actions taken by our institution with regards to enrolled students who have failed to meet their obligations. This plan will be facilitated by the student’s Academic Advisor and monitored over the course of their regularly scheduled visits. The plan shall consist of a signed agreement between the student(s) in question and their Academic Advisor. It will outline a plan for the student to rectify their situation and return themselves to a status of good standing.

Disciplinary actions will be enacted based on the following grounds:

1. Failure of the student to meet Academic Requirements for enrollment (Academic Warning)
2. Failure of the student to abide by established Student Conduct, Weapons, and Violence Policies (Conduct Unbecoming a Takoda Institute Student – aka “Behavior Warning”)

All students who have been formally placed on an “Academic Warning” or “Behavior Warning” status will be obligated to fulfill the requirements established within the AIOIC Corrective Action Plan and will also be responsible for meeting all requirements for enrollment for the ensuing academic quarter. If the student fails to meet these obligations at the end of the following quarter, the student will then be taken under immediate consideration by the Academic Affairs Council* for possible removal from The Takoda Institute of Higher Education.

In the event of a flagrant violation of these policies, the Academic Affairs Council reserves the right to “fast track” all proceedings in order to bring about a resolution in an expedited fashion – possibly including and/or leading up to the immediate termination of services and removal of the student(s) in question.

*The Academic Affairs Council will be comprised by a quorum of full-time staff from the Takoda Institute of Higher Education - representing the Office of the Registrar, the Accreditation Coordinator, the Education Director, and the American Indian OIC Vice-President / Chief Operations Officer.

**Warnings:**

**ACADEMIC WARNING:**
If a student fails to meet the minimum requirements for continued enrollment after the completion of ONE QUARTER (irrespective if the student is enrolled half, three-quarters, or full-time) – that student will be placed on an Academic Warning status for ONE QUARTER immediately following the assignment of the warning (again, this Quarter of Warning status is irrespective if the student is enrolled half, three-quarters, or full-time.) All Academic Warnings will be issued by the student’s Academic Advisor and will be simultaneously submitted to the Student Services office as well as to the Student Registration Coordinator.

Minimum Requirements for Enrollment are:
1. The student must maintain a 2.0 CGPA (1.75 GPA for a student’s first enrolled Quarter)
2. The student must maintain a minimum attendance rate of 70% while enrolled
3. The student must maintain a FULL TIME credit load of 12 - 15 academic credits per quarter (unless the student has been given special dispensation by the Student Registration Coordinator.)

**CONDUCT UNBECOMING A TAKODA INSTITUTE STUDENT**

(aka: BEHAVIORAL WARNING)*:

If a student fails to meet the established requirements for proper and professional behavior for A Takoda Institute student – that student will be placed on a Behavioral Warning status for ONE FULL QUARTER immediately following the assignment of that status. This warning status will be determined by the professional judgment of the Takoda Institute staff – and may include first offenses if the circumstances of such situation are deemed a “flagrant” violation.* Warnings regarding student behavior will be issued by the Education Director’s office.

Conduct unbecoming a Takoda Institute Student includes but is not limited to:

1. Disorderly or disruptive behavior anywhere on campus;
2. Trespass or failure to heed a lawful order;
3. Academic dishonesty including plagiarism, cheating, or collusion to commit academic fraud;
4. Fraud or willful misrepresentation;
5. Possession of a weapon;
6. Being under the influence of a controlled, illegal substance (narcotics and/or illegally obtained prescription drugs); or being under the influence of alcohol while on the AIOIC campus;
7. Possession of alcohol or a controlled, illegal substance (narcotics and/or illegally obtained prescription drugs) while on the AIOIC campus;
8. Verbal threats and/or endangerment of life to either oneself or to others;
9. Defiance of a lawful request made on behalf of the agency by an instructor, a staff member, or any other employee of the AIOIC.
10. Any form of violent behavior and/or sexual harassment exhibited upon any other person while on the AIOIC campus;

*The American Indian OIC and the Takoda Institute of Higher Education reserves the right to “fast track” any situation deemed so flagrant that the safety of staff and students are believed to be in jeopardy. In such cases the student responsible for the behavioral violation will be immediately expelled and removed from campus.

**REMOVAL OF AN ACADEMIC WARNING or BEHAVIORAL WARNING**

Upon the successful completion of a warning status where the student has met all requirements for enrollment - as well as upon the successful completion of the Student Corrective Action Plan (with assistance provided by the student’s Academic Advisor) – the warning status is summarily dropped and the student is returned immediately to a reinstated position of GOOD STANDING within Takoda Institute of Higher Education.

**PROBATIONS AND APPEALS OF ACADEMIC OR BEHAVIORAL WARNINGS:**

If a student fails to remedy their Warning Status, they will summarily placed on Probation Status – thus prohibiting that student from continued enrollment or from receiving continued financial aid. The award of the Probation
Status may be delayed and/or deferred through a successful Appeal of Probation Status by the student. An Appeal of Probation Status can be initiated through the Student Services Office. All Appeals shall be weighed on merit and adjudicated on a case-by-case basis by the Academic Affairs Committee of the school. A student is limited to only one Appeal of Probation Status per Academic Quarter. However, there are no limits to how many times a student may initiate an appeal during the course of their academic career at the Takoda Institute of Higher Education. Probation Status is awarded for only one quarter.

All Appeals must be initiated by the student. To do this, the student in question must fill out in its entirety an Intent To Appeal Student Status Form. These forms relating to the Appeals process can be found at Office of Student Services, the Office of the Registrar, or at the Office of the Financial Aid Coordinator. For any Appeal to be considered by the Academic Affairs Committee, all forms relating to the process must be completed in full as a requirement.
STUDENT CORRECTIVE ACTION PLAN
(SAMPLE)

STUDENT NAME: ________________________________________________________________

PROGRAM: ____________________________________________________________________

ACADEMIC ADVISOR: __________________________________________________________

WARNING TYPE & EFFECTIVE DATES:
____________________________________________________________________________

REASON FOR WARNING STATUS: ______________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

STRATEGIES TO BE EMPLOYED / OBJECTIVES TO BE REACHED IN ORDER TO REMOVE PROBATION STATUS & DATES OF EFFECT:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

END OF QUARTER UPDATE:

HAS THE STUDENT SUCCESSFULLY COMPLETED ALL NECESSARY REQUIREMENTS FOR ENROLLMENT?

YES _____  NO _____

IF “NO”, WHY NOT? __________________________________________________________________
____________________________________________________________________________

HAS THE STUDENT MADE SIGNIFICANT PROGRESS IN ACHIEVING THE OBJECTIVES ESTABLISHED IN THE "STRATEGIES" PORTION UP ABOVE?

YES _____  NO _____

IF “NO”, WHY NOT? __________________________________________________________________

WOULD YOU (THE ACADEMIC ADVISOR) RECOMMEND THAT THE WARNING STATUS FOR THIS STUDENT BE DROPPED AND THAT THE STUDENT IMMEDIATELY BE REINSTATED TO A STATUS OF GOOD STANDING HERE AT THE AIOIC?

16
YES _____  NO _____

IF “YES”, THEN WHY? _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

IF “NO”, WHY NOT? _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

SHOULD THIS STUDENT BE REFERRED TO THE ACADEMIC AFFAIRS COUNCIL FOR FURTHER REVIEW?
YES _____  NO _____

IF “YES”, THEN WHY? _______________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

FOR USE BY THE ACADEMIC AFFAIRS COUNCIL ONLY!

RECOMMENDATIONS:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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17
INTENT TO APPEAL OFICIAL STATUS FORM (SAMPLE)

STUDENT NAME: ________________________________________________________________

STUDENT SIGNATURE: ____________________________________________________________

PROGRAM: ___________________________________________________________________

ACADEMIC ADVISOR: _____________________________________________________________

WARNING TYPE & EFFECTIVE DATES:

______________________________________________________________________________

REASON FOR APPEALING OFICIAL STATUS:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

PROPOSED STRATEGIES TO BE EMPLOYED / OBJECTIVES TO BE REACHED BY THE STUDENT IN ORDER TO REMOVE STATUS & DATES TO BE PUT INTO EFFECT:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________


<table>
<thead>
<tr>
<th>Class Time</th>
<th>Course Title</th>
<th>Current Grade</th>
<th>Current Attendance Rate</th>
<th>Instructor Signature of Report Authenticity</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

FOR USE BY THE ACADEMIC AFFAIRS COUNCIL ONLY

APPROVED: _______  DENIED: _______

RECOMMENDATIONS:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

18
ACADEMIC ADVISING:

Purpose
The purpose of Academic Advising within the Takoda Institute of Higher Education is to ensure that all enrolled students are progressing towards program completion in a timely fashion while maintaining the highest level of academic achievement. Working together with their advisor, the student will be empowered to accomplish the academic goals that they have established for themselves from the outset of their enrollment until they have completed their program.

In addition, the Academic Advising component will also work with enrolled students regarding the following items:
- To assist students in developing educational plans that are consistent with their life goals.
- To provide students with accurate information about their academic progression and program requirements.
- To assist students in completing their Continual Learning Plans (CLP’s). These documents are designed to engage the student by having them take an active role in establishing both long-term and short-term academic goals for themselves while simultaneously monitoring Satisfactory Academic Progress (SAP) while attending the AIOIC.
- To assist students in understanding academic policies and procedures at the AIOIC.
- To help students access campus resources that will enhance their ability to be academically successful (i.e.: Student Services).
- To assist students in overcoming educational problems while attending the AIOIC.
- To review and use available data about student academic needs, performance, aspirations and challenges in order to provide better assistance in obtaining the highest level of academic achievement for every student (this would include the use of Student CLP’s and Student Progress Reports).
- To increase student retention by providing a personal contact often needed by students - thereby connecting them personally to the institution.

Process
Each student enrolled within a long-term program at the Takoda Institute will be assigned a specific Academic Advisor determined by the program that they selected. At the beginning of each new quarter, all Academic Advisors will be issued a comprehensive list detailing all the students who they will be advising for the duration of their enrollment. They will then meet with their assigned students during Orientation.

It is required for each and every student to meet with their Academic Advisor at least once (1) per academic quarter. These advising sessions will consist of several required components that must be fulfilled in order for the student to retain their eligibility to register for each successive quarter. Once the student has successful completed their Academic Advising session, they are then required to submit proof of the completed session to Student Services to be kept within their student files.
Advising sessions are to be scheduled by appointment with the student’s assigned Academic Advisor. These appointments can be scheduled any time during non-class sessions or at the Academic Advisor’s earliest convenience. It is the responsibility of the student to arrange appointments for an Academic Advising session and to be at their scheduled appointment ON TIME. If a student fails to make a scheduled appointment on time they will be responsible for rescheduling a new appointment as soon as possible.

Students are REQUIRED to have documentation for all classes that they are currently enrolled in for presentation to their Academic Advisor prior to their appointment. This documentation is in the form of completed and signed Progress Report Forms. Failure to meet these required Academic Advising sessions will result in the denial of the program completion certificate (students will not be able to graduate).

Progress Report Forms
Before the student can attend their Academic Advising session, they must first have Progress Report Forms for every one of their enrolled courses completed in its entirety to hand over to their Advisor at the outset of their meeting. These Progress Report Forms will be available to students outside of the Offices of Student Services, the Registrar, and near the Student Bulletin Board. The Progress Report Forms will include all academic information relevant to the student’s overall progress within each class – including current grades and up-to-the-minute attendance records for all courses that the student is currently enrolled in. IT IS THE SOLE RESPONSIBILITY OF THE STUDENTS TO HAVE EACH PROGRESS REPORT FORM COMPLETED BY THEIR INSTRUCTORS IN PREPARATION FOR THEIR ACADEMIC ADVISING SESSION.

Once the student has met with each of their instructors to have them update the each one of their Progress Report Forms the student is then ready to meet with their Academic Advisor.

Academic Advising Sessions
During the Advising session, all discussion will be centered on the academic progress being exhibited by the student at that particular time – including measuring the progress the student is making towards program completion. If problems are evident within the student’s Progress Report Form (i.e. failing grades, attendance below 70%, etc.) the Academic Advisor will then work with the student to create a plan so as to rectify these problems prior to the end of the quarter. If a student fails to rectify any academic problems identified during their advising session, they will be at risk of having a Student Corrective Action Plan enacted and/or a Warning status placed upon them.

During the course of the session the Academic Advisor will complete a brief Academic Advising Form documenting the details and conversation points of the advising meeting (i.e.: date and time of meeting, items discussed, etc.). On the Academic Advising Form, the Advisor will include their assessment of the student’s current standing academically, and any and all plans to address problems that may be occurring with the student (including Student Corrective Action Plans and/or Probations). If the student has not fulfilled their obligations for enrollment, the Advisor will then fill out a Student Corrective Action Plan detailing the plan for the student to return their status back to “Good Standing” at the Takoda Institute of the Higher Education.

At the conclusion of the session, the Academic Advisor shall retain a copy of both the student’s Progress Report Form and of the Academic Advising Form for their own files, while simultaneously issuing additional copies of each of these forms to be included within the student’s official Academic File (A set of copies can be provided for the student upon request.). If the student has been placed upon any form of Probation then the Student Corrective Action Plan will also be included with the copies of these reports.
Student Progress Report Form *(Sample)*

Student Name (Please Print): ________________________________

School Year: _____________________ Quarter/ Year: ______________________

Date: _____________________ Academic Advisor: _____________________________

TO BE COMPLETED BY THE INSTRUCTOR:

**COURSE TITLE:** _____________________________________________________

**INSTRUCTOR NAME:** ________________________________________________

Does the student have any issues regarding classroom behavior within this class?  YES  or  NO
If “YES” – what are the issues that need to be corrected? *(Please be very brief!)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Does the student have any issues regarding academic performance within this class?  YES  or  NO
If “YES” – what are the issues that need to be corrected? *(Please be very brief!)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Does the student have any issues regarding attendance within this class?  YES  or  NO
If “YES” – what are the issues that need to be corrected? *(Please be very brief!)*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Is the student making adequate academic progress towards the completion of this course?  YES  or  NO
The Add/Drop Period:

Adding or dropping classes is allowed – but only during the Add/Drop period. The Add/Drop period lasts for the first two weeks of every quarter and ONLY for the first two weeks. During this time, the student may drop their enrollment from a class – or add an additional class to their schedule – with no questions asked and without any repercussion regarding their overall GPA.

Withdrawals:

If a student no longer wishes to continue attending a particular course (or all of their courses) they are required to formally withdraw from each class they are enrolled in before they can leave. To do this, the student must complete a Withdrawal Form and submit it to the Office of the Registrar notifying Takoda Institute of their intention to withdraw and their official Last Date of Attendance (The Last Date of Attendance is the final day that the student attended the class). Withdrawal Forms are available in the Office of Student Services, the Office of the Registrar, and near the Student Bulletin Board. Failure to notify the Registrar’s office of a withdrawal - including the failure to formally submit a Withdrawal Form complete with the Last Date of Attendance - may result in delayed re-enrollment and can impact future financial aid awards.

If a student enrolls for a class and fails to attend, this situation will be considered a voluntary withdrawal occurring during the Add/Drop period and will therefore have no bearing on the student’s academic record. If the student fails to attend after the course has been in session for 60% of an Academic Quarter, the student will not be allowed to withdraw at this point, and the grade that is awarded to the student will be applied to their overall academic record.

Refund Policy/Buyer’s Right to Cancel:
Each student will be notified of their acceptance or rejection of enrollment in writing from the Office of the Registrar as well as the Office of Student Services.

If a student gives verbal and or written notice of cancellation within the Add/Drop period of the current academic quarter that they have been accepted to, then a complete refund is given of any monies (outside of Title IV funding and/or Scholarships) regardless of whether the program has started.

If a student gives a verbal and or written notice of cancellation after the Add/Drop period within the academic quarter that the student has been accepted, then all tuition, fees and other charges paid directly by the student and or on their behalf, except 15 percent of the total cost of the program (15 percent not to exceed $50.00) shall be refunded to the student.

If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged (post ADD/DROP Period), but before completion of 60% percent of the period of instruction, then student is assessed a pro rata portion of tuition predicated upon the last official date of attendance. All fees and other charges based on enrollment will be retained by the institution.

Any notice of Withdrawal must be acknowledged in writing within 10 business days of receipt of such notice and all refunds owed the student shall be forwarded to the student within 30 business days of receipt of such notice.

This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 60 percent of the quarter.

It is the responsibility of the student to withdraw from courses in writing using an official Withdrawal Form, which may be obtained from either the Registrar’s Office, the Office of Student Services, or at the Student Bulletin Board. A student who withdraws from a course prior to the 60% mark of an academic quarter will be assigned a “WD” code for each course. The “WD” code is not used in the computation of the student’s grade point average. However, a student who withdraws after the 60% mark of a quarter will be awarded and earned “F” for their grade for each course withdrawn from.

**Return of Title IV Funds:**

A student who has begun classes and then stopped attending class must formally withdraw from those classes. The student is responsible for understanding the impact that withdrawing from classes has on their student account and should contact the Financial Aid Office if they have questions.

The outcome of a complete withdrawal depends on when the withdrawal is initiated and the type of financial aid received. A complete withdrawal may also negatively affect academic progress.

Financial aid recipients who completely withdraw from a quarter or stop attending classes prior to the 60% point of a quarter are subject to the federal Return of Title IV calculation for federal aid. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the quarter divided by the number of calendar days in the quarter. Scheduled breaks of more than four consecutive days are excluded.
The responsibility to repay the unearned financial aid is shared by the college and the student. First the college’s share is returned to the Title IV programs in the following order: Federal PELL Grant and Federal SEOG. Any remaining unearned aid is then the responsibility of the student and must be collected from the student and returned to the Title IV programs in the order listed above.

AIOIC will return its share of Title IV funds no later than 45 days after it determines that the student withdrew or stopped attending classes. Grant repayment is made to the college under the repayment guidelines identified in a notice sent to students after the recalculation is complete. The non-Title IV financial aid, state, institutional and other outside sources are calculated using an institutional refund policy and the State Refund Calculation Worksheets.

**Leave of Absence Policy:**

A leave of absence is a period of time – pre-approved by the Takoda Institute - during which the student is not in attendance but is still considered to be enrolled. Each school is required to have a formal leave of absence policy, the student must follow that policy when requesting a leave of absence, and the school must have approved the student's request in accordance with its policy. A student may take three approved leaves of absence from a school within a 12-month period as long as the total number of days in all leaves does not exceed 180 days.

A leave of absence may be granted for documented jury duty, military reasons, or circumstances covered under the Family and Medical Leave Act of 1993. Students requesting a leave of absence need to schedule an appointment with their advisor and or the Financial Aid Officer to determine their eligibility.

**Note:** A leave of absence need not consist of consecutive days when granted.

If a student does not return at the expiration of an approved leave of absence nor request an extension, the student is considered to have withdrawn on the day that the student began the leave of absence.

**Student Academic Issues:**

If a student disputes a final grade, that issue should be resolved through discussions with the course instructor. In the event of an impasse, a formal procedure will be available to the students to ensure that the grade was fairly and objectively awarded.

The following section pertains to only the process for appealing the quarterly grade.

When a student has a disagreement with an instructor over a quarterly grade the procedure is as follows:

1. The student should contact the instructor and discuss the issue directly with them. The context of this discussion will be centered upon the expectations of the course laid out within the course syllabus and student's performance within the class during the academic quarter. Student performance pertains to in-class participation, their attendance rate, and the quality of work submitted.

2. The student must contact the instructor within six (6) days of the student's notification of the quarterly
grade. If this does not resolve the matter, or if the student is unsuccessful in contacting the instructor, the Education Director should be informed and should make arrangements for the student and the instructor to meet.

3. The Education Director will try to resolve the dispute within four (4) days.

4. If the dispute cannot be resolved, the student must request in writing a meeting of the Academic Advisory Committee. Within ten (10) days, the Committee will review all the evidence. If - through the presentation of documentation and evidence - the Committee finds that the grade was assigned unfairly the Committee will recommend a grade change for the instructor to implement.

5. The decision of the Committee shall be submitted to all parties in writing within (30) days.

**Children and Non-Students in the Classroom:**

Children of staff or students are not permitted in the classrooms unless they have received prior approval from the instructor. Adult visitors must gain permission before attending a class from each instructor. Non-students are prohibited from using equipment or materials, except by permission of the course instructor.

**ACADEMIC TERMS AND DEFINITIONS**

**Grades and Potential Grading Assignments:**

<table>
<thead>
<tr>
<th>Grades are based on the following system</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>84%-92%</td>
<td>B</td>
<td>Good – Well Above Average</td>
</tr>
<tr>
<td>75%-83%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66%-74%</td>
<td>D</td>
<td>Below Average - Passing</td>
</tr>
<tr>
<td>Below 66%</td>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>Withdrawal (after Add/Drop Period)</td>
<td>WD</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>Withdraw Prior To Start of Quarter (During Add/Drop Period or prior)</td>
<td>WF</td>
<td>Withdrew – First Two Weeks / Never Enrolled</td>
</tr>
<tr>
<td>Pass / Fail (P/F)</td>
<td>P or F</td>
<td>P = Pass / F = Fail</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td>An Interim Grade for 30 Days</td>
</tr>
</tbody>
</table>
Grades are determined on the basis of testing and performance, including the successful completion of activities. The minimum attendance described on the syllabus is also necessary for a passing grade. Records are kept and grades are reviewed with each student at regular intervals, and grades are assigned each quarter.

**Grade Points:**

<table>
<thead>
<tr>
<th>Points Assigned For Each Letter Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or A-</td>
</tr>
<tr>
<td>B+ B B-</td>
</tr>
<tr>
<td>C+ C C-</td>
</tr>
<tr>
<td>D+ D D-</td>
</tr>
<tr>
<td>F or I or P/F</td>
</tr>
<tr>
<td>WD or WF</td>
</tr>
</tbody>
</table>

**Grade Point Averages:**
The Grade Point Average (GPA) is calculated by multiplying the number of awarded credits by the number of grade points for each course taken that quarter. These are then added and divided by the number of total awarded credits for the quarter.

To determine Cumulative Grade Point Average (CGPA), multiply the grade for each course taken up to that time by the number of awarded credits earned for that course. Divide the total of these grade points by the total awarded credits. The result is the Cumulative Grade Point Average. The School will provide the GPA and CGPA results to the students as they complete their quarter.

**Policy on Incompletes:**

Occasionally, students may be unable to finish all of their assignments for a class within the established time frame of the academic quarter. Students can take the grade that they have earned at that point or they can request an incomplete for the class, which is not automatically granted. Incompletes must be approved by the course instructor before they will be issued. To initiate a request for an incomplete grade, the student is required to complete a Request for a Grade of Incomplete Form that will also require the instructor’s signature. These forms can be found in the Office of Student Services, the Office of the Registrar, and near the Student Bulletin Board. Upon completion, the Request for a Grade of Incomplete Form must be turned into the Office of the Registrar as soon as possible. Without the submission of this completed form, the student will not be awarded an incomplete – irrespective of having instructor approval or not. Students are limited to requesting no more than two (2) incompletes per academic quarter (Incompletes in one quarter may not exceed 6 credits or 120 clock hours, generally two classes.)

Upon receipt of the incomplete status, the student will then have no more than 20 calendar days from the end of the quarter for which it was issued to complete any outstanding work for that class. If the student manages to complete this work to the satisfaction of the instructor (as detailed within the formal request form for an incomplete status) the student will then earn a passing grade for that class. If the student fails to meet the requirements for the completion of an incomplete grade, their incomplete status will automatically be turned into the letter grade of an F for that class.
A student receiving an F will then be subject to all negative consequences of failing a course – including the lowering of their quarterly and cumulative GPA, having to retake the failed class if it is required for the program they are enrolled in, or if it is an elective, chose to retake that class or another of their choice to reach the total required credits to complete their program. Incompletes and repeated courses may affect the student's financial aid via Satisfactory Academic Progress (see SAP Policy), so please contact the Office of the Financial Aid Coordinator or the Office of the Registrar for further details if this particular scenario pertains to you.

Course Syllabus:

All instructors are required to issue a syllabus for each of their courses on the first day of class, and all syllabi must at the very least possess the following components (as determined by previous experience, Accreditation requirements, etc.)

1. **Basic Information**: Title of Course, Name of Instructor, Current Academic Quarter, Dates of the Course Duration, as well as the days and times class sessions will be convening

2. **Contact Information**: The instructor must include some means for the students to communicate with them. The preferred vehicle for communication is the AIOIC email system through Gmail (the aioic.net accounts). It is the policy of the AIOIC that all phone numbers used by faculty – either home or cell (with the exception of official office lines) remain PRIVATE and not be distributed to students under any circumstances.

3. **Materials Used**: This includes assigned textbooks, workbooks, and any additional media (including websites, CD/DVD ROMS, etc.) By listing such resources it affords the student an opportunity to try to procure these materials on their own if a more affordable option beyond our institution’s offerings can be found.

4. **Purpose of Course**: This is a brief explanation (one to two paragraphs at most) explaining the relevance of the course within the current labor market and how it fits into the overall program of which it is a part.

5. **Course Objectives**: This is the most important part of the syllabus. It is here where the specific standards and/or skills that are to be mastered by the students at the conclusion of the course are to be outlined and itemized. The course objectives are the driving force behind the entire class and its purpose.

6. **Grading Scale**: This is the portion of the syllabus where the student is informed as to how letter grades are to be assigned. Traditional grading scales are established using a 10 percentage point separation between letters based on points earned during the duration of the class (e.g. 70% - 80% is a “C”; 80% - 90% is a “B”, and 90% - 100% is an “A”). No A+ are ever to be awarded, however “+” and “−” can be awarded from letters “D” through “B”, as well as an “A – “.

7. **Assignments**: The instructor has discretion as to how much detail is given in this section. Some elect to enumerate all assignments for the duration of the class, while others give examples of assignments that may be issued. It is recommended that some idea is given to the students so that they may be given time to prepare. Attendance has also been used by instructors as a method of earning points that can impact the overall grade of the student within the class – but this is not required.
8. **Attendance**: Our institution maintains a minimum threshold of a 70% attendance rate in order for a student to earn credit within a class. There must be mention of this policy within the syllabus. (See section on “Incomplete Grading Status and Make-Up Hours”)

9. **Behavior Expectations**: Although our students are adults, it is always important and strongly urged to establish a code of conduct for one’s class at the outset. For many specific occurrences, there are no school-wide policies to govern particular instructor preferences regarding behavior expectations within their class, therefore the syllabus becomes the principle vehicle for this (e.g.: talking aloud in class, lateness, working in pairs or groups, testing procedures, make-up work, late assignments, etc.). Some instructors are more lenient than others, and therefore it behooves each instructor to establish how they personally would like their classrooms to function at the outset. We must always remember to remind students through our syllabi that much like the content being taught, instructor allowances will vary from classroom to classroom and that the expectations laid down in the syllabus is what is to be followed by students during the class.

10. **“Outside of Class Work”**: As per our Accreditation requirements, our institution must abide by a credit-to-clock hour conversion rate established for the express purposes of anchoring every earned academic credit in a time-in-class ratio. For every 1 credit earned, 25 hours of class time must have been held. For a 3 credit course (of which all of our courses at this time currently are), a total of 75 hours must have been accrued for each class over the duration of a 12 week academic quarter.

    Having to abide by this requirement, our institution – as is the case with many others – found it difficult to account for these 75 hours in their entirety through the sole application of classroom time. Limiting factors that work against this include (but are not limited to) instructor availability, classroom availability, the scheduling and sequencing of courses for institution and student alike, etc. As such, our Accrediting agency (NCA/CASI) has created an alternative method by which this required time can be accounted for in full. This allowable modification reduces the amount of time spent in class and instead substitutes work that is to be pursued by students independently and outside of class in its stead. Termed “Outside-of-Class-Work”, this arrangement can be used when determining the amount of time a class is in operation in relation to the amount of academic credits it is worth. Our accrediting agency has established a secondary credit-to-clock hour conversion rate where “outside-of-class work” can comprise no more than 5 hours of the required time per every 1 credit earned. In other words, 1 credit can be earned with 20 hours spent in class and an additional 5 hours spent outside of class by the student pursuing independent projects related to the stated objectives of each course. For our 3 credit courses, this allows a minimum of 60 hours spent in class with a maximum of 15 hours spent by students on “outside-of-class work” per an academic quarter (roughly 75 minutes per week per quarter). At our institution, every class that convenes only two times a week is functioning with the 60/15 hour split. Those classes that meet three times a week operate on a 72/3 hour split (establishing the need for roughly 15 minutes of “outside-of-class work” each week for a 12 week quarter).

    With regards to the syllabus, each instructor must account for the established need for “outside-of-class work” for each one of their assigned courses. The “outside-of-class work” must account for the time needed to fully account for the three credit course, and the assignments must be anchored within the core course objectives as stated earlier within the syllabus. Beyond these requirements, instructors possess discretionary powers as to what this work would entail. From research papers, to preparation for presentations, the instructor must merely provide a brief summary of the type of work that students will pursue outside of class time and how this work is related to the course objectives in order to be compliant with this accreditation requirement.
**Completion Requirements:**

Students must earn all required academic credits assigned within their program in order to complete their enrolled program. Academic credits are earned when a student satisfactorily completes each required course listed within their chosen program with a passing grade. Students must also complete their program with a Cumulative Grade Point Average of 2.0 to receive a certificate of completion, and must also meet all other graduation requirements listed for their program. Further information regarding particular program requirements can be found in the Office of the Registrar or with the Academic Advisors for each program offered at the Takoda Institute.

Successful graduation or completion of a course or program requires that all enrollment criteria have been met, all required assignments and/or testing has been completed, and all tuition and registration fees have been paid in full.

**Transfer of Credits:**

If a student has attended another post-secondary institution prior to their enrollment at the Takoda Institute and believes that they have earned academic credits relevant to their chosen program that could be substituted in place of having to enroll in a similar class – they may be eligible to transfer those credits in. If a transfer of credits is allowed, those credits earned from a previous school in effect supplant the required program credits and fulfill those credit requirement for program completion.

In order for outside credits to be transferred in and placed within the student’s academic transcripts here at the Takoda Institute, the student must submit their official transcripts from their previous post-secondary institution to the Office of the Registrar and inform the office that they would like to substitute previously earned credits in place of course required by their program. The allowance of transfer credits will be determined by the Office of the Registrar (in consultation with the Education Director’s office as well as with all relevant instructional staff). The criteria that will be used in determining the eligibility of transfer credits will be based on the following:

1. **Relevancy of the course in question in relation to the required Takoda Institute course that it will supplant:**
   With regards to relevancy, the course material of the class credits being transferred in must be similar to the class it is replacing. Although curriculum does not have to be an exact match to what is being taught at Takoda Institute, our institution requires that it be vastly more similar in content than it is dissimilar. To establish this, the Office of the Registrar will contact the institution from where the outside credits have originated from so as to inquire about the curriculum and topics covered within the class in question (this is done via procurement of the class syllabus, consultation with instructional staff, researching course catalogues from that particular post-secondary institution, etc.) If it is deemed more similar than dissimilar, the credits will be allowed to be transferred in. However, someone who received credits for a “Artistic Basket Weaving” class may not use them to replace required program credits for a mathematics course!

2. **Number of credits earned and assessing individual credit value:**
   If a student is attempting to transfer in credits to supplant a required course here at Takoda Institute, the credit value must equal or surpass the credit totals for the course in question. We do not allow for a pro-rated or reduction of class credits (i.e.: transferring in 1 credit and thus reducing a 3 credit course to a 2 credit course). An example of a proper transfer would be the inclusion of a 4 credit Composition course to supplant a required 3 credit writing course here.
In addition, due to the differing nature in which post-secondary institutions award academic credits, Takoda Institute will utilize its own accreditation requirements as the sole metric to assess the credit value of the classes being sought as transfers. This metric is based on the amount of clock hour time devoted to the content of the curriculum of the class being transferred in. For instance a 1 credit mathematics course – at face value – may not seem a congruent option in order to supplant a 3 credit math course offered at Takoda Institute. However, if the 1 credit class met for an entire year and totaled 75 clock hours or more – then it could be transferred in for it would have met our own accreditation requirements for a 3 credit course here at Takoda Institute. Again, the information for the incoming credits will be determined by the Office of the Registrar as they will contact the institution from where the outside credits have originated from via procurement of the class syllabus, consultation with instructional staff from that school, and/or researching course catalogues from that particular post-secondary institution in question.

3. “Au Courant” status for transfer credits:
   For some courses to be eligible for transfer, the time between when the class was originally taken by the student and when the transfer is to occur must not be of any great period in length. If a significant amount of time has elapsed from when the student originally completed the course in question, the Takoda Institute may not allow those credits from being transferred in. The decision disallow the transfer would be based on two possible reasons: either the evolving nature or technological changes experienced within the program field have been so dramatic that the previous coursework is no longer relevant, or due to the high likelihood that there has been a deterioration of the skill sets possessed by the student due to the length of time that has passes that would most likely prohibit them from being academically successful here.

   For Computer courses, due to the high rate of change within the IT industry, the allowable length of time from when the previous course has been taken cannot be in excess of 5 years.

   For Mathematics courses, due to the high proclivity for students to forget particular skills sets or mathematical functions, the allowable length of time from when the previous course has been taken cannot be in excess of 10 years.

**Certificate of Completion:**

An official Certificate of Completion shall be bestowed upon each student once they have successfully completed all academic requirements for the program they are enrolled - including finishing their studies with a CGPA of 2.0 or better. A student who withdraws before successful completion of the program will be issued copies of their transcripts upon request.

**Transcript Requests:**

Transcripts are available through the Student Services Office on appointment. There will be no charge for transcripts.
V. Students Rights and Responsibilities

Rights and Responsibilities, and the Goals of the School:

The goal of American Indian OIC is to provide relevant business or health and human services-industry education and customer service skills so that, upon course completion, each student will have marketable skills to enter the job market and begin a career, and for all students to have the skills to continue their education.

Because of this goal, certain policies simulate the rules and regulations of the workplace. Once given this information, each student is expected to assume the responsibilities and make use of any rights that apply. Students are also expected to take responsibility for their career development and to progress toward meaningful employment throughout their program.

Although the staff of the School of Business and Office Technology understands that occasional problems can arise which may interfere with participation in program activities, it is essential to remember AIOIC is the place to become accustomed to the attitudes and behavior necessary to advance in employment and education. AIOIC wants to help each individual learn how to make his or her heritage work for him or her to be successful on the job or successfully transition to advanced education.

Change of Address/Name/Phone Number:

Please notify student services immediately if you have a change of name, address or telephone number. Some granting agencies also require notification of change of address or phone number.

Enrollment Requirements:

All fully-enrolled students must meet the financial aid guidelines by providing the following documentation for their file:

1. High School Diploma or GED are required for enrollment
2. Completing a FAFSA and schedule an individual consultation appointment with the Financial Aid Coordinator
3. A current Immunization Record of the student must be on file (unless the student has formally completed the “Conscientious Objector” requirements and forms).
4. Completing the AIOIC Assessment Test and schedule an appointment with Student Services for intake, review of assessment scores and application for financial aid.

When students do not meet the above stated requirements, they will not be able to enroll for classes.

Financial Requirements
Accrual of debt via unpaid tuition will restrict the student from enrolling in a succeeding term unless payment is made.

**Immunization:**

Minnesota Law (M.S. 135A.14) requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps, and rubella, allowing for certain specified exemptions.

Students wishing to file an exemption to any or all required immunization(s) must complete a medical exemption or a conscientious exemption.

**Data Privacy Policy:**

AIOIC collects school data and maintains educational records on all students in order to comply with state regulations, facilitate the educational program, and provide for student communication. State and federal legislation has guaranteed students access to these student educational records and control over the release of this information to others.

**Privacy and Release of Information:**

Students agree to allow the school to release to student aid programs and to potential employers the dates of their entrance and exit, their progress, and whether or not they completed the course or program.

Students have the right to read all information kept in their files, at reasonable times during working hours. Some requests for dated information prior to 1990 may take up to 3 business days to secure from our off-site storage facilities.

**Access to Student Records:**

A student's records may be seen or reviewed under the following circumstances:

1. Employees of the school have access to school records in connection with their school functions and responsibilities.

2. Student records will be forwarded to other public schools and post-secondary educational institutions to which a student transfers or applies for admission, or in which he or she enrolls.

3. Student records will be forwarded to scholarship and financial aid sponsors to whom the student is making or has made application for aid.

4. Researchers, with the permission of the Education Director, may examine school records and report information that does not identify individual students.
In addition, federal and state statutes and regulations permit certain individuals and agencies to see educational records without student permission. Accordingly, student records may be shown to the following:

1. To state and federal agencies as required by law or in connection with auditing of federal and state grant-in-aid programs – including the federal Departments of Labor and Education.

2. To individuals in compliance with a court order or lawfully issued subpoena. The school attempts to notify the student of such order or subpoena prior to release of the information.

3. To accrediting agencies.

4. To appropriate persons in a health or safety emergency.

All student records can be reviewed by and shared with the student. A student who is interested in seeing their record should make an appointment with student services representative or an appropriate school official, upon presenting proper identification, the student will be given the opportunity to review the records and to receive interpretations and explanations of these records. If there is incorrect, inaccurate, or misleading information in the student’s records, the student has the right to challenge the content of the records and to make a written request to the Education Director to have the material corrected or removed. If the correction is not made within 30 days, the Education Director must notify the student. The student may ask for a hearing and resolution on the matter before the Education Director or designated representative. The student has the right to obtain copies of these records upon payment of a fee not to exceed the actual cost of reproduction.

Academic Dishonesty:
The Takoda Institute of Higher Education expects students to be honest in all of their academic work. By enrolling within this school, students agree to adhere to high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action, up to and including expulsion from the Takoda Institute. As members of the post-secondary community, students also have an ethical obligation to report violations of academic dishonesty that they may witness.

Academic Dishonesty includes the following (but is not exclusive to): plagiarism, cheating, theft of work, falsifying documents, falsifying student identity in order to achieve a grade. All other instances of academic dishonesty not specifically mentioned here is reserved for identification by the Takoda Institute’s Academic Advisory Council.

Cancellation Policy:
The School reserves the right to cancel classes or programs due to insufficient enrollment, established as a minimum of 5 students enrolled within a single class. Efforts will be made to enroll those students in the same or equivalent classes in the event of a cancellation. Tuition for courses will be recalculated if no alternatives are available.

VI. Appeals and Grievances

Grievance Policy and Procedure:
Purpose: It is the policy of AIOIC that students shall be afforded due process. Accordingly, in the event students believe they have been aggrieved as a result of inappropriate, improper, arbitrary, or discriminatory treatment, they may seek redress through the grievance procedures provided herein.

Definition of Grievance: A grievance is a charge filed by a student or a group of students over alleged inappropriate, improper arbitrary or discriminatory treatment or the application of a rule regulation or policy. Please note there are separate appeal processes for transfer of credits, quarterly grades, satisfactory academic progress, financial aid status and sexual harassment.

Grievance Procedure:
The student, the applicable staff person or their designee, and other appropriate persons, shall discuss the disagreement, and an effort shall be made to settle all differences informally, and quickly. Students are encouraged to use the services of the school staff in an effort to resolve the matter informally. If the disagreement is not resolved through the foregoing informal means of discussion, the student may file a formal grievance in written form through the use of an official Incident Report Form. The grievance must be submitted to the Education Director within ten (10) school days after the first event giving rise to the grievance. The written grievance will set forth the nature of the grievance, the facts on which it is based, the alleged violation and the remedy requested. The Education Director will meet and discuss the grievance with the student within five (5) school days after filing. Within five (5) school days following said meeting, the Education Director shall provide a written response to the student.

Appeals of Suspension:
If a student feels there are extenuating reasons for not maintaining satisfactory academic progress, the Education Director may be petitioned in writing within ten (10) working days after a written academic verification is mailed or presented to the student. The petition must then document in detail these circumstances. A decision on the appeal will be made in writing within ten (10) working days of receipt of the appeal. If the student wishes to appeal this decision, he or she has five (5) working days to inform the Education Director, in writing, and a further hearing will be arranged with the Financial Aid Review Committee, followed by a final decision in another five (5) working days. If approved, the student will be reinstated for one quarter and expected to achieve grades averaging 2.0 or better and complete 70% of credits to remain in school.

VII. Verbal and or Sexual Harassment and Sexual Violence Policy

Another procedure for students to follow is that of the Sexual Harassment or Sexual Violence Policy. This may or may not pertain to a potential criminal offense, and nothing in the policy should interfere with the student’s decision to notify law enforcement agencies or the student’s option to also notify School officials of any such event, and the responsibility of the School to notify law enforcement agencies.

General Statement of Policy:

Sexual harassment is a form of sex discrimination that violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. #2000e, et seq., and MN Statute #135A.15, the Minnesota Human Rights Act. Sexual violence is a physical act of aggression. Victims of said harassment and or violence have the right to assistance from the
Crime Victims Reparations Board and the commissioner of public safety.

It is the policy of American Indian OIC School of Business and Office Technology to maintain a learning and working environment that is free from verbal and or sexual harassment and sexual violence. The School prohibits any form of sexual harassment or sexual violence.

It shall be a violation of this policy for any student or employee of American Indian OIC School of Business and Office Technology to harass a student or an employee through conduct or communication of sexual nature as defined by this policy.

It shall be a violation of this policy for any student or employee of American Indian OIC School of Business and Office Technology to be sexually violent toward a student or employee.

The School will act to investigate all complaints, formal or informal, verbal or written of sexual harassment or sexual violence, and to discipline any student or employee of the School who engages in sexual harassment or sexual violence.

**Sexual Harassment/Sexual Violence Defined:**

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct of communication of a sexual nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.

B. Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse;
2. Subtle pressure for sexual activity;
3. Inappropriate patting or pinching;
4. Intentional brushing against a student's or an employee's body;
5. Demanding sexual favors accompanied by implied overt threats concerning an individual's employment or educational status;
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with
regard to an individual's employment or educational status;

7. Any sexually motivated unwelcome touching;

8. Sexual violence that is a physical act of aggression that includes a sexual act or sexual purpose.

**Reporting Procedures:**

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School and/or agency, or any third person with knowledge or belief of conduct that may constitute sexual harassment or sexual violence, should report the alleged acts immediately to the Education Director.

A. The Education Director is the person responsible for receiving oral or written reports of sexual harassment or sexual violence at the building level. Upon receipt of a report, the Education Director must notify the AIOIC President & CEO immediately without screening or investigating the report.

B. Submission of a complaint or report of sexual harassment or sexual violence will not affect the individual's future employment, grades or work assignments.

C. Use of formal reporting forms is not mandatory. The School will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School's legal obligations and the necessity to investigate allegations of sexual harassment and sexual violence and take disciplinary action when the conduct has occurred.

**Investigation and Recommendation:**

By authority of the School, the Education Director upon receipt of a report or complaint alleging sexual harassment or sexual violence shall immediately authorize an investigation. This investigation may be conducted by School officials or by a third party designated by the School. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Education Director.

(If the Education Director is the subject of the complaint, the report shall be submitted to the President & CEO.)

In determining whether alleged conduct constitutes sexual harassment or sexual violence, the School should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment or sexual violence requires a determination based on all the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the School may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment or sexual violence.
**School Administrative Action:**

A. Upon receipt of a recommendation that the complaint is valid, the School will take such action as appropriate based on the results of the investigation.

B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school. The report will document any disciplinary action taken as a result of the complaint.

C. Information regarding outside Counseling Agencies will also be provided

**Reprisal:**

The School will discipline any individual who retaliates against any person reporting alleged sexual harassment or sexual violence or, who retaliated, against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment or sexual violence complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

**Right to Alternative Complaint Procedures:**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

**Sexual Harassment or Sexual Violence as Sexual Abuse:**

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under MN Statute #609.341, subd. 10 through 609.345; MN Statute #609.321 through .324; or MN Statute #617.246. In such situations, the School shall comply with MN Statute #626.556, reporting of Maltreatment of Minors.

Nothing in this policy will prohibit the School from taking immediate action to protect victims of alleged sexual abuse.

**Discipline:**

Any school action taken pursuant to this policy will be consistent with requirements of applicable Minnesota statutes and School policies. The School will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end sexual harassment and sexual violence and prevent its recurrence.
SEXUAL HARASSMENT AND SEXUAL VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Sexual Harassment

American Indian OIC School of Business and Office Technology maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment and sexual violence against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.

Complainant:______________________________________________________________

Home Address:__________________________________________________________

Work Address:____________________________________________________________

Home Phone:__________________________ Work Phone:_______________________

Date of Alleged Incident(s): _______________________________________________

Name of person you believe sexually harassed or was sexually violent toward you:________________________________________________________________

List any witnesses that were present:____________________________________

_____________________________________________________________________________

Where did the incident(s) occur?:__________________________________________

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc); what, if any physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary)

This complaint is filed based on my honest belief that_____________ has sexually harassed or was sexually violent to me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

________________________________________  _______ / _____ /  
(Complainant Signature)  (Date)

________________________________________  _______ / _____ /  
(Received by)  (Date)
VIII. CAMPUS SAFETY & SECURITY

In 2009-2010, approximately 253 full-time students enrolled at the American Indian OIC School of Business and Office Technology, Minneapolis, Minnesota. The campus is located at 1845 East Franklin, the heart of the Minneapolis Indian community. In addition to full-time students, AIOIC serves approximately 1,200 clients every year. Approximately 36 full-time equivalent staff and faculty are employed at AIOIC.

American Indian OIC School of Business and Office Technology does request information from prospective employees or student applicants concerning involvement in criminal offenses when required for employment services and benefits, and for required certifications and or licensure.

Students, faculty and staff at AIOIC have access to academic and administrative facilities on campus. The general public may attend cultural and recreational events on campus, but their access is limited to the capacity in which these events are held.

AIOIC Campus safety and security are coordinated through the administrative offices. Escorts to parked automobiles are supplied upon request. AIOIC relies on the Minneapolis Police Department to enforce the laws on campus and we are willing to help report criminal incidents to the Minneapolis Police Department.

As part of a larger community, the school shares many of the same interests and problems, including the concern about crime. Crime is a national problem that affects campuses as well as other parts of the community. The American Indian OIC School of Business and Office Technology has not experienced a significant number of crimes so far.

All members of the School are vitally concerned with the protection of individuals and their property in the campus community. Active enforcement of the laws of Minnesota the ordinances of Minneapolis, and school regulations, are an endeavor to promote such protection.

No law enforcement service is so effective that it can achieve its objectives without the assistance of the clients it serves. You will find in the next pages a few suggestions, which we hope you will follow to aid us in serving you.

AIOIC will distribute an annual security report to current students and employees and a summary of this report will be made available to prospective students and employees.

Security Report:
CAMPUS SECURITY REPORT
CRIME AWARENESS AND CAMPUS SECURITY ACT OF 1990
(PL 101-226)

I. Statistics on on-campus criminal incidence.
Incidence of offenses occurring during the past reporting period from July 1, 2010 through November 26th, 2010 is as follows:

1. Murder ........................................... 0
2. Rape .......................................... 0
3. Robbery ................................. 0
4. Aggravated assault .................... 0
5. Burglary .................................. 0
6. Motor vehicle theft .................... 0
7. Hate Crimes ......................... 0

The number of arrests for crimes occurring on campus during the past reporting period from July 1, 2010 to November 26th, 2010 is as follows:

1. Liquor law violations ........................... 0
2. Drug abuse violations ......................... 0
3. Weapons possessions violations .............. 0

Policies regarding security access to campus law enforcement:

AIOIC personnel have no enforcement authority over instances of criminal actions. AIOIC personnel report instances of occurrence to the local police. A reporting form is available to assist in reporting date, time, category and description of occurrence, and identification of person(s) filing report. The report will be filed in a timely manner.

Since no off-campus student organizations or residences exist at AIOIC, no policy was written concerning crime at off-campus student organizations. AIOIC maintains no campus police.

All exits to all buildings are secured no later than 5:30 p.m. each weekday evening.

Procedures for reporting crimes and other emergencies:

All criminal actions and other emergencies occurring on campus shall be reported directly to the Education Director or Maintenance Director at 1845 Franklin Avenue, Minneapolis, MN. 55404

These administrators will respond by reporting said occurrence to local police authorities in a timely manner.

Policies on the use, possession and sale of alcoholic beverages and illegal drugs:

The sale and use of alcoholic beverages is prohibited on the campus of AIOIC.

Information concerning the possession, use and sale of alcohol beverages and illegal drugs and enforcement of Federal and State drug laws and descriptions of drug and alcohol abuse education programs is provided during orientation in compliance with Section 1213 of the Higher Education Act of 1965, as amended. (PL-101-226)

(AIOIC will periodically conduct workshops on alcohol and drug abuse, crime prevention and campus security.)
TO PROTECT PERSONAL AND AGENCY OWNED PROPERTY:

Do not leave books, calculators, or bags unattended even for a few minutes. Always keep your valuables safe and within your eyesight. Never leave a wallet or purse lying on a desktop or exposed to view, even if you are absent only for a few minutes. Do not carry large amounts of cash. All students are required to wear their student identification badges while on campus, in the event you do not have it with you, you are required to get a temporary one from the front desk.

The Native American Code of Ethics

- Each morning upon rising, and each evening before sleeping, give thanks for the life within you and for all life, for the good things the Creator has given you and for the opportunity to grow a little more each day. Consider your thoughts and actions of the past day and seek for the courage and strength to be a better person. Seek for the things that will benefit others.
- Respect. Respect means "To feel or show honor or esteem for"
- Treat every person from the tiniest child to the oldest elder with respect at all times.
- Special respect should be given to Elders, Parents Teachers, and Community Leaders.
- No person should be made to feel "put down" by you; avoid hurting other hearts as you would avoid a deadly poison.
- Touch nothing that belongs to someone else (especially Sacred Objects) without permission, or without an understanding between you and that person.
- Respect the privacy of every person - never intrude on a person's quiet moment or personal space.
- Never walk between people that are conversing.
- Never interrupt people who are conversing.
- Speak in a soft voice, especially when you are in the presence of Elders, strangers or others to whom special respect is due.
- Do not speak unless invited to do so at gatherings where Elders are present (except to ask what is expected of you, should you be in doubt).
- Never speak about others in a negative way, whether they are present or not.
- Treat the earth and all of her aspects as your mother. Show deep respect for the mineral world, the plant world, and the animal world. Do nothing to pollute our Mother, rise up with wisdom to defend her.
o Show deep respect for the beliefs and religion of others.

o Listen with courtesy to what others say, even if you feel that what they are saying is worthless. Listen with your heart.

o Respect the wisdom of the people in council. Once you give an idea to a council meeting it no longer belongs to you. It belongs to the people. Respect demands that you listen intently to the ideas of others in council and that you do not insist that your idea prevail. Indeed you should freely support the ideas of others if they are true and good, even if those ideas are quite different from the ones you have contributed. The clash of ideas brings forth the Spark of Truth.

o Once a council has decided something in unity, respect demands that no one speak secretly against what has been decided. If the council has made an error, that error will become apparent to everyone in its own time.

o Be truthful at all times, and under all conditions.

o Always treat your guests with honor and consideration. Give of your best food, your best blankets, the best part of your house, and your best service to your guests.

o The hurt of one is the hurt of all, the honor of one is the honor of all.

o Receive strangers and outsiders with a loving heart and as members of the human family.

o All the races and tribes in the world are like the different colored flowers of one meadow. All are beautiful. As children of the Creator they must all be respected.

o To serve others, to be of some use to family, community, nation, and the world is one of the main purposes for which human beings have been created. Do not fill yourself with your own affairs and forget your most important talks. True happiness comes only to those who dedicate their lives to the service of others.

o Observe moderation and balance in all things.

o Know those things that lead to your well-being, and those things that lead to your destruction.

o Listen to and follow the guidance given to your heart. Expect guidance to come in many forms; in prayer, in dreams, in times of quiet solitude, and in the words and deeds of wise Elders and friends.

From the book "The Sacred Tree" by the Four Worlds Development Project, 1982
Celebrating 33 Years!

PROVIDING OPPORTUNITIES. CHANGING LIVES.

TAKODA INSTITUTE OF HIGHER EDUCATION
(Formerly: School of Business and Office Technology)
A Division of AIOIC
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Commission on Accreditation and
School Improvement

Illustrations by John Feather (logo) and Franklin Firesteel