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Welcome to United Tribes Technical College

You, as a faculty member, are critical to the success of United Tribes Technical College (UTTC). At UTTC, student success is the fundamental measure of institutional success, and student success is inseparable from the classroom experiences guided by the faculty. Your commitment to students, the expectations you hold of them and the interest you take in them as individuals, makes a difference in their lives and distinguishes you and UTTC.

This handbook is designed to facilitate your success at UTTC. It should answer most of your questions regarding procedures that directly relate to you as a faculty member. Please use this handbook, the UTTC Employee Handbook, and the UTTC Catalog as reference documents for information concerning employment and for a better understanding of your role within UTTC.

Suggestions regarding this handbook are always welcome.

SECTION I: INTRODUCTION

Mission Statement

United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.

Diversity Statement

United Tribes Technical College values diversity because it enriches the community and the wealth of experiences that characterize a post-secondary education. As a Tribal College/University (TCU), diverse Native American cultural perspectives are integrated into courses and daily lessons whenever possible. Faculty and students are strongly encouraged to take part in activities that enhance perspectives and understandings of Native American cultures and be proactive in gaining knowledge about historical and contemporary Native American issues and events. Because students from many tribal nations are represented at UTTC, as well as students from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another.

Institutional Learner Outcomes

The institutional learner outcomes are designed to ensure students have experiences that help develop the abilities to communicate, problem solve, think critically and value diversity as citizens in a global society. The institutional learner outcomes are the foundation of learning that enable students to further their education, advance in their careers and develop within them an ability to be critical thinkers. In addition to mastering the content of college courses, students need opportunities to develop the ability to apply what they learn. Students are expected to have met this outcomes upon completion of their educational experience at UTTC.

The UTTC faculty members created four student learner outcome statements that are used to measure student learning across all courses. These outcome statements, and the competencies for each, are embedded in all course syllabi for general education and program-specific courses. The four institutional learner outcomes identify levels of proficiency in the areas listed below:

1. Communication
2. Critical thinking
3. Quantitative and scientific reasoning
4. Personal and social responsibility

SECTION II: FACULTY POLICIES

Employment Agreements

On or before April 8 of each year, UTTC Human Resources (HR) will email the Letter of Intent to continue employment at UTTC to all faculty employees. Following receipt of the email, the faculty employee shall have ten (10) business days to email his or her direct supervisor notifying the supervisor of intent and to return the signed letter to HR with intent indicated on the letter.

Failure of the faculty employee to return the signed the Letter of Intent to HR within the 10-day period will be considered a voluntary resignation effective the last day of the current academic year.

On or before the last day of the academic year (spring commencement), HR will mail Non-Renewal Letters to any faculty employee whose employment agreement will not be renewed for the subsequent academic year. A UTTC Faculty Employment Agreement will be distributed to each returning faculty employees that same week. Returning faculty employees will have until no later than June 1 to return the signed Employment Agreement to HR.

Failure of the faculty employee to return the signed Employment Agreement to HR on or before June 1 will be considered a voluntary resignation effective May 31.

Upon disengagement of employment by resignation, termination, or non-renewal of employment agreement obligations, faculty employees will be expected to follow established out-processing procedures pertaining to the security and/or return of UTTC instructional resources, student files, departmental documents, and physical property (e.g., keys, supplies, equipment). Faculty employees will also be responsible for settling outstanding debts, reimbursements and any other obligations as per institutional policies.

Academic Freedom

The following excerpt is from an article published on the Chronicle of Higher Education website to clarify the concept of academic freedom. On rare occasion, a faculty member has misconstrued the definition of academic freedom and interpreted it to mean something other than intended.

The modern concept of academic freedom has two meanings. First, it refers to the right of an institution to manage its own curriculum and academic affairs without governmental interference. Colleges may determine, for example, what subject matter gets taught and who can teach it; establish their own admission criteria and graduation requirements; and develop their own academic mission and priorities. That is an important feature of American higher education. It establishes a crucial separation of power that discourages government from dictating that universities adopt particular positions or promote specific causes, and it prevents government from using educational institutions as part of a propaganda apparatus.

The second meaning of academic freedom involves the concept that professors may engage in research on controversial subjects (and, by extension, discuss those subjects in their classrooms) without fear of reprisal. This refers specifically to academic subjects and is not a blanket protection for any and all speech in any venue. As the American Association of University Professors' well-known statement on academic freedom cautions, professors "should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The American Association of University Professors (AAUP) reminds us that as professors we are both private citizens and officers of our institutions. When speaking as citizens (i.e. at a political rally) we should be immune from being disciplined by the institution for our speech, but when speaking in our unique capacity as representatives of the institution—as scholars and teachers in our disciplines—we have an obligation to exercise caution in what we say and how we say it. In the latter role, according to the AAUP, our "special position in the community imposes special obligations" because our words are likely to be construed to represent the official position of the institution rather than our own personal views.

Olson, G. A. (2009, December). The limits of academic freedom. Retrieved from <http://chronicle.com/article/The-Limits-of-Academic-Freedom/49354>

Intellectual Property Policy

United Tribes Technical College (UTTC) encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College, to enhance the teaching and learning environment, and to contribute to the betterment of the community. Intellectual property includes but is not limited to intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, and inventions.

UTTC employees and students own all rights to copyrightable or patentable independent works created by that person without College support. Unless otherwise provided in an agreement, the College owns all rights to a copyrightable or patentable work created by the person with College support. The ownership of a copyright or patent resulting from the development of intellectual property, and any rewards or recognition attributed to the copyright or patent, will be determined according to the following conditions:

Ownership resides with the employee or student if the following criteria are met:

1. The work is the result of individual initiative, not requested by the College;
2. The work is not the product of a specific contract or assignment made as a result of employment or enrollment at the College;
3. The work is not prepared within the scope of the employee's job duties or the student's enrollment; and
4. The work involves insignificant use of College facilities, time, and/or other resources.

Ownership resides with the College if the above criteria are not met or if one of the following criteria apply:

1. The work is prepared within the scope of the employee's job duties or the student's enrollment; or
2. The work is the product of a specific contract or assignment made in the course of the employee's employment with the College or the student's enrollment; or
3. The development of the work involved significant facilities, time, and/or other resources of the College including but not limited to released time, grant funds, College personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance; or
4. The College and the employee or student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support. When it can be foreseen that commercially valuable property will be created, the College and the employee or student shall negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the College will have a perpetual license to use the work without compensation to the employee or student for such use; or
5. If an employee is granted full or partial leave with pay (e.g., release time or educational leave) to write, develop, produce, or invent intellectual property, the employee and the College will share in any financial gain; and the College's share will be negotiated prior to the time the leave is taken.

Faculty Handbook

This handbook is not intended as a replacement, or substitute, for faculty employment contracts. Instead, this document is meant to complement each contract by providing reference to college documents and material. This handbook is a supplement to the UTTC Employee Handbook and includes operating procedures specific to faculty and other academic personnel.

Personal/Annual and Sick Leave

In general terms, faculty members are expected to meet their classes in accordance with the terms in their contract. Faculty members who are seriously ill, injured, or otherwise unable to meet their classes should contact their department chair as early as possible so arrangements can be made for their classes.

Long-term illness or inability to meet classes will be dealt with UTTC Human Resource Office in consultation with the appropriate department administrator. Inability to meet classes is distinguished from failure to meet classes. Failure to meet classes constitutes a breach of contract; inability to meet classes may necessitate contractual changes.

By specific explanations and definitions, as per the relevant contracts, faculty members are allotted certain number of sick days and other leave. Nine and ten-month faculty are typically eligible for three 8-hour days of personal leave per academic year. Twelve-month faculty accrue annual leave. All full-time faculty accrue sick leave. Part-time and adjunct faculty do not accrue any type of personal, annual or sick leave.

In the event a faculty member is unable to be in class at the scheduled time, he or she must follow the course cancelation policy. The department chair must be notified immediately so alternative arrangements can be made for another instructor to teach the course if at all possible. A faculty member must have approval from the department chair to cancel class prior to the cancelation of the class. If the faculty member does not make prior arrangements with the department chair, and does not have approval to cancel class, he or she may be subject to disciplinary action.

Compensatory Leave

Effective May, 2015, any reference to compensatory leave (“comp time”) was removed from the UTTC Employee Handbook. Hours of compensatory leave were typically accrued during the UTTC Powwow by employees who volunteered and for employees who were traveling on behalf of UTTC, outside of their regular working hours. Hours of compensatory leave will no longer be accrued by any UTTC employees, regardless of the purpose of the after-hours activities.

General Faculty Structure

The Vice President of Academic Affairs is responsible for the supervision, professional development and evaluation of full-time, part-time and adjunct faculty. Department chairpersons coordinate activities of academic departments.

UTTC faculty members are classified as follows:

Full-time faculty

Nine- and ten-month faculty members provide a minimum of 30 credit hours of postsecondary instruction during the academic year with the academic year defined as the fall and spring semester. Exceptions to the 30 credit hour course load for full time are faculty who are supervising clinicals/field placements/internships or teaching two-credit 300-400 level methods courses. The Vice President of Academic Affairs must approve all course load exceptions prior to semester start. Twelve-month faculty members provide a minimum of 6 credits of instruction during the summer semester, in addition to those taught during the typical academic year.

All full-time faculty members accrue sick leave as indicated in the UTTC Employee Handbook. Nine- and ten-month are eligible to use three personal days per academic year. Twelve-month faculty accrue annual leave at the same rate as full time UTTC non-exempt employees. All faculty members, nine-month, ten-month, and twelve-month are eligible for faculty benefits.

Part-time and adjunct faculty

Instructors who teach less than 24 credit hours per academic year of postsecondary instruction are considered part-time faculty. Part-time faculty members are restricted to a maximum number of work hours per week and typically earn an hourly rate. The summer semester faculty members may be considered part-time or adjunct faculty, depending on the courses and department in which they are teaching. Part-time faculty members for the summer semester are typically 9-month exempt employees during the academic year (fall/spring semester) and non-exempt part-time employees during the summer semester.

Adjunct employees are instructors who are paid by the number of credit hours they teach. The prefix *adjunct* identifies a faculty member whose primary place of employment is not UTTC or whose primary employment within the institution is not in a faculty capacity. An adjunct faculty member is an expert in a special field appointed to give instruction on a one-time or discontinuous basis. Adjunct faculty members are often referred to as “community-based faculty” and represent the industry related to the course(s) they teach. The course load for an adjunct faculty member is typically 3 to 6 credits per semester.

Faculty overloads

An overload is defined as a 9, 10, or 12-month faculty member teaching more than 30 credits per academic year or a department chair of a BS degree program teaching more than 24 credits per academic year, including summer. Faculty may be compensated for additional credits over the regular teaching load if it approved by the Vice President of Academic Affairs prior to the beginning of the semester in which the overload occurs. Faculty members are strictly prohibited from teaching an overload of more than 3 credits during any semester.

Department chair

A designated faculty member who provides a minimum of 24 credit hours of postsecondary instruction during the academic year for an AAS degree department or a minimum of 18 credit hours for the BS degree departments. Chairs of BS degree programs are also required to teach six-

credits during the summer semester as part of their regular duties. The specific duties required of an academic department chair at UTTC are identified in Appendix A of this document.

The UTTC Faculty Salary Schedule is available in Appendix B of this document.

Faculty Qualifications Policy

Determination by Credentials

Faculty credentials generally refer to the degrees faculty have earned from a regionally-accredited institution that provide a foundation for knowing what students should learn in a specific discipline or field. UTTC recognizes the following hallmarks and common expectations for faculty credentials:

- A faculty member will have completed a program of study in the discipline or subfield from a regionally-accredited institution in which they teach or will teach, and for which they will develop curricula, with coursework at least one level above that of the courses being taught or developed.
- A faculty member will hold a degree at least one level above that of the program in which they are teaching from a regionally accredited institution. Those teaching general education courses, or other courses that transfer per the state's articulation agreement, shall have the following:
 - A master's degree or higher in the discipline or subfield from a regionally accredited institution.
 - If a faculty member holds a master's degree or higher in a discipline or subfield from a regionally-accredited institution other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- Faculty positions in developmental studies (reading, writing and math) require documentation of a bachelor degree with a major in the teaching field.

Determination for Faculty Teaching Career & Technical Education Coursework

The faculty members teaching Career & Technical Education (CTE) coursework shall have a degree at least one level higher than the program in which they are teaching and at least one of the following:

- A state or nationally recognized certification relevant to the program they are teaching (e.g. ND CTE certification).
- Years of experience that can only be acquired through the unique knowledge, skills and abilities obtained through an occupational career for the program they are teaching.

Determination for Faculty Teaching Certificate Coursework

The faculty members teaching Career & Technical Education (CTE) coursework exclusively for certificate programs (e.g. Heavy Equipment Operator and Medical Billing & Coding) shall have the following:

- Experience and expertise that uniquely qualifies the individual in the discipline. The qualifications must be documented and approved by the Director of Career & Technical Education. This will generally be satisfied by three years of experience or evidence of outstanding performance in the discipline.
- A state or nationally recognized certification relevant to the program they are teaching (e.g. ND CTE certification).

Using “Tested Experience” as a Basis for Determining Qualified Faculty

The value of tested experience to determine faculty qualifications depends upon the relevance of the experience to the certificate, associate or bachelor’s degree for transfer coursework and to the specific content of the course(s) for which the faculty member is responsible.

- Tested experience implies that some objective measures ensure the individual’s knowledge and expertise are sufficient for determining what students should learn and have learned.
- A faculty member teaching a transfer-eligible course may not possess a graduate degree but might have publications, industry certification or years of experience working in that field.
- A faculty member teaching an indigenous or foreign language may demonstrate his or her qualification through a tribal, state or nationally recognized rating of proficiency in language.
- UTTC defines “tested experience” for faculty teaching short-term workforce certificate courses as three years of experience as equivalent to one year of education if it is within the discipline to be taught.
- Teaching experience does not equate to tested experience.

Determination for Teaching Online

In addition to the other requirements, faculty members teaching online coursework shall have at least one of the following:

- An official certification issued by industry-recognized discipline (e.g. Microsoft)
- An official certification issued by a regionally-accredited institution of higher education specific to teaching and learning online
- Completion of an e-learning training course
- At least twelve (12) credits of experience teaching online at UTTC or another accredited institution within the past three (3) years.

Process for Determining and Assuring Qualified Faculty

Candidates for Faculty Positions (full-time, part-time and adjunct):

- Applicants must submit unofficial transcripts as part of the application packet. In addition, a resume or curriculum vitae with cover letter detailing the applicant's education, training, and experience directly relates to the listed minimum qualifications and job description is included. Proof of certificates and licenses as they apply to the job will also be submitted.
- The department chair (or Vice President of Academic Affairs if the applicant is applying for a chair position) shall complete the *Qualified Faculty Determination Standard Form* for the teaching discipline.
- The Human Resources Office will maintain the transcripts and the completed *Qualified Faculty Determination Standard Form*.

Continuing Faculty:

The qualifications of full-time, part-time, and adjunct faculty members will be reviewed on an annual basis concurrent with annual performance evaluations. If a faculty member's qualifications have changed within the year, an updated *Qualified Faculty Determination Standard Form* will be provided to the Human Resources Office to accompany the completed performance evaluation. New credentials or other qualifying factors shall be supported by official documentation such as transcripts, proof of certification, proof of licensure, or an updated resume or curriculum vitae.

Deficient Qualifications:

Candidates for employment who do not provide transcripts and other qualifying factor documentation (proof of certification, proof of licensures, etc.) within 30 days of hire date will be subject to disciplinary action up to and including termination of employment. Faculty members will provide official documentation of new credentials or other qualifying factors on an annual basis, included with the annual performance evaluation.

Faculty members whose qualifications are deemed deficient in the discipline they teach will be provided notification to include:

- The nature and discipline of the deficient qualification.
- Timeline permitted to acquire the qualifications.
- Personnel action if qualifications are not met within timeline provided. Employment action may include: non-renewal of appointment; course load reassignment within department or area dependent upon the needs of UTTC at that time to include but not exclusive to student demand, other faculty members and their respective loads, and funding availability; demotion; status change; or termination of employment.

The above policy follows the faculty credential requirements specified by the **Higher Learning Commission**, as stated below:

Faculty Roles and Qualifications

1. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when

equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

2. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield (or if master's is in another discipline or subfield, has completed 18 graduate credit hours in the discipline or subfield in which they teach).
3. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.
4. When faculty members are employed based on equivalent experience, a defined minimum threshold of experience and an evaluation process is used in the appointment process.
5. Faculty participate substantially in:
 1. Oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
 2. Assurance of consistency in the level and quality of instruction and in the expectations of student performance;
 3. Establishment of the academic qualifications for instructional personnel; analysis of data and appropriate action on assessment of student learning and program completion.

Faculty Evaluation Procedures

As specified in the UTTC Employee Handbook, all faculty members are evaluated on a regular basis. The appropriate supervising administrator will perform an annual written performance evaluation that may include a classroom observation, the faculty member's self-review and a review of the student evaluations administered in each course section. All parties sign the annual performance evaluations and the originals are submitted to the UTTC Human Resources office.

Assessment Reports

All full-time faculty members must complete formalized assessment report forms. Part-time instructors may also be required to complete these forms, as directed by their department chair. Assessment reports include formative and summative assessment strategies utilized in classes, quantitative measures of student learning collected from the assessments, and instructor reflection on teaching methods and student learning.

Professional Development

Academic personnel are allotted a specific amount of funds to be used for professional development. In general, faculty members have the opportunity to request funds for registration, materials and attendance at conferences and workshops, travel, membership in professional organizations, books, subscriptions and publications related to the faculty member's academic

discipline and/or for other professional development as approved by the Vice President of Academic Affairs or designee.

The Vice President of Academic Affairs works collaboratively with other divisions to ensure a variety of professional development programs (e.g., workshops, trainings, seminars, breakout sessions, discussion groups, teaching-learning communities, retreats, demonstrations, webinars and more) are offered to faculty each semester. These offerings may focus on teaching and learning excellence; best practices associated with curriculum, instruction, assessment, and evaluation; technology; and new ideas for designing, developing, delivering, and assessing instruction.

Other entities on campus also provide professional development and training for faculty. As employees, faculty can participate in offerings coordinated and facilitated by the President's Office, Human Resources staff, Student Services and Campus Services. Common topics addressed by such training are sexual harassment, ethics, wellness, communication and conflict resolution, stress management, and coping with change. Personnel in Information Technology (IT) conduct or assist with technology related trainings (e.g., SharePoint, Jenzabar, etc.).

Faculty members are encouraged to schedule professional development training opportunities with consideration for scheduled classes. Most professional conferences for faculty are on weekends or during the summer months to accommodate class schedules. Faculty are not compensated if the conference or training falls outside of their regular working hours as they are considered "exempt" employees.

Career & Technical Education Certification

All faculty members teaching career-technical instructional coursework will be required to earn an instructional credential from the ND Department of Career and Technical Education in a timely manner for their respective fields of study. Documentation of certification will be submitted to the UTTC Human Resources Office upon completion.

Library Materials

The UTTC Library provides an array of services to support instructors and their students engaged in research. The librarian works with students at the reference desk, provides brief instruction on journal databases or interlibrary loan, and schedules personalized research appointments. Instructors can request in-class instruction on research, source evaluation, and citations. Physical and electronic reserve services are also available. Please address any questions to the UTTC Librarian located in the Education Building.

Commencement Ceremonies

Attendance at commencement ceremonies is considered one of a faculty member's regular responsibilities. These ceremonies are held at the end of the fall semester in December and the end of the spring semester in May. Academic regalia, including caps, gowns, tassels, and hoods, may be purchased through the campus bookstore or faculty members may choose to wear their own. The Graduation Task Force (comprised of faculty, students, and staff) arranges the ceremony. The task force provides details to the campus community regarding the commencement ceremonies, planning meetings, practice, announcements and so on.

Work Orders

Work order forms are available on the UTTC website to request custodial, facility, and technology maintenance assistance. For more information about submitting a work order, please contact the department chair.

Campus Parking for Faculty

Parking at UTTC is open parking without any designated areas so faculty may park anywhere they choose. Faculty members are expected to follow UTTC Security requirements and respect handicapped parking areas and park in the appropriate direction on the streets.

Employee Identification Cards

The UTTC Human Resources Office is responsible for producing and distributing college identification cards to employees during the first three weeks of the fall semester. Employee identification cards need to be obtained before the annual UTTC International Powwow. It is recommended that faculty wear employee badges for safety and customer service reasons. Students get their student identification cards from the Admissions Office.

SECTION III: CLASSROOM POLICIES AND PROCEDURES

Academic Integrity

Academic integrity is a fundamental principle of post-secondary education and is essential to the credibility of the education programs at United Tribes Technical College. The College views any act of academic dishonesty as a serious offense requiring disciplinary measures, including course failure, suspension, and even expulsion. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties.

Refer to the UTTC College Catalog for the complete policy on academic integrity and plagiarism.

Establishing Policies for the Classroom

One of the keys to effective instruction is creating an environment conducive to student learning. Establish policies and procedures well in advance for situations that may arise in the classroom and articulate these policies and procedures to the students in the course syllabus.

It is impossible to anticipate every eventuality, and situations will arise for which an instructor has not yet articulated a policy. In such situations, faculty should consider fully both the student's situation and the ramifications of the decision. If the situation warrants, contact the department chair for guidance on how to proceed.

Course Syllabi

Each faculty member will adopt the syllabus template that is provided by the Registrar's Office, which is the syllabus that has been approved as appropriate. This syllabus template contains all the course requirements that do not vary across sections and instructors. These sections cannot be altered (see course syllabus template in Appendix C).

From the syllabus template, a faculty member will insert the appropriate information necessary for students to successfully complete the course. It is in this document faculty will disclose their contact info, office hours, course policies, descriptions of major assignments, attendance policies etc. All information on a course syllabus will be identical for all sections of the same course.

The course syllabus is the document distributed to students and considered the binding contract for course policies and evaluation decisions. All the information contained in the syllabus needs to be clearly stated and communicated to students. If it is necessary to alter the course syllabus, after it has been distributed to the students, it is necessary to notify all the students of the changes.

All faculty members are required to upload a printable copy of the course syllabus to the JICS portal for each one of their classes (at my.uttc.edu) and to copy and paste the syllabus content to the course syllabus page in my.uttc.edu.

Instructors will provide a copy of the syllabus to each student during the first week of class and turn in one copy to their department chair. Department chairs will submit syllabi for all courses offered in their department to the Registrar's Office each semester. The Registrar maintains a file of syllabi to be available for inspection by students, academic advisors, administrators, other postsecondary institutions and external agencies.

Textbooks and Other Course Materials

The responsibility for selecting and ordering textbooks differs across departments. While some departments allow individual discretion in selecting the required course text, others require all sections to use the same text. Faculty members submit textbook orders to the UTTC Bookstore for

their own courses. They also include any supplemental materials needed for the course on the UTTC Bookstore order form. The UTTC students may purchase materials from outside vendors, but faculty members are required to ensure all course texts are available at the UTTC Bookstore.

Instructor desk copies of assigned texts are ordered when texts are ordered for classes. It is the responsibility of the faculty member to order their desk copies (exam copies) from the publisher at no cost to the faculty member. If instructors need additional teaching materials, or if there is a charge for the text and/or materials, they should work with their department chair to request those materials.

Desk copies of texts are provided to adjunct instructors for their use during the semester for which they are employed but need to be returned at the end of the course for use by future instructors. Any instructors who do not have copies of texts should contact the department chair to make arrangement for materials needed for the course.

All course materials required for the course must be listed in the course syllabus. In most cases, the UTTC Bookstore will stock materials needed for any courses offered. If not, methods of obtaining the items should be identified in the syllabus. When at all possible, faculty are encouraged to use open source textbooks or the same edition (when appropriate) to keep costs down for students.

Grading System and Grade Changes

The grading criterion is established by the Office of the Registrar and is required for all courses taught at United Tribes Technical College. The percentages, and letter grades assigned to each percentage, are as follows:

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| A | 100% – 90% |
| B | 89% – 80% |
| C | 79% – 70% |
| D | 69% – 60% |
| F | 59% - below |

Students are required to earn a grade of “C” or higher (minimum of 70%) for each course in their respective degree plans in order to fulfill the requirement for the course. Some departments require students to earn a “B” or higher in courses that prepare students for licensure, certification, etc. This requirement must be clearly stated in the syllabus for the course requiring the “B” grade, or higher, and the syllabus must be signed by the student, acknowledging the higher requirement.

The grading guidelines established in the syllabus for a course constitute a contract between the instructor and the students regarding what students need to do to earn certain grades and should be as specific as possible. Students should be encouraged to keep track of their own grades throughout the term of the course.

With the utilization of the Jenzabar LMS, faculty set up grade book functions appropriate to their course policies. The grade book must be ready the first day of class. Faculty members will utilize the coursework functions to document students' academic progress so that students have continual access to their current grades at any given time during the semester. Accuracy of grade books is very important because grade books are stored in the Jenzabar LMS as a record for historical reference. Grade books and appropriate student documentation are the property of UTTC and will remain safe guarded on the servers. Training for using the LMS is available upon request to your department chair.

Midterm and final grades are computed and submitted to the Registrar's Office by the date on the academic calendar.

Once an instructor submits a grade to the Registrar's Office, it becomes a part of the student's official record. If an instructor deems it appropriate to change a grade that has been submitted to the Registrar's Office, a formal written request to do so must be submitted to the Vice President of Academic Affairs for approval. The written request must include a clear and reasonable justification for the grade change. Formal approval, if granted, will be forwarded to the Registrar's Office from the Vice President of Academic Affairs.

Academic Probation and Suspension

Probation

A student will be placed on probation (and will remain on probation) at the end of a semester if either the semester or the cumulative GPA is below 2.00. A student on probation will have a hold placed on his or her record and must see an adviser in order to register for the next semester.

Academic contract: Academic advisors will develop contracts specifying requirements that students must meet to be removed from probation or to register for classes while on probation. The academic contract may include requiring the student to meet with the academic advisor, counselors, or other available student support services, a pre-determined number of times throughout the semester. (Online learners can participate in conference calls to meet this requirement.) If the student meets the conditions of the contract, and the term and cumulative GPA are at least 2.00, the student will be removed from probation. Even if the contract conditions are met, the student must still meet the minimum GPA requirements. If the conditions of the contract are not met by the end of the semester in which the student is on probation, the student will be suspended.

Registering while on probation: Students will be given an override for the probation hold to enable them to register after they have met with an advisor and, if a contract is required, when the student's academic advisor is satisfied the conditions of the contract are met.

Suspension

A student is suspended if and when:

1. Both the term and the cumulative GPA are below 2.00 at the end of the probation term (semester), or
2. The conditions of an academic contract are not fulfilled. The suspension is effective immediately.

Consequences of suspension: When suspended, a student cannot register for any courses for at least one full academic year (fall/spring). All academic departments will recognize the probationary holds and will not allow students, including non-degree seeking students, with these holds to register until after one full academic year.

Appealing suspension decisions: Students may appeal suspension decisions in writing to the Vice President of Academic Affairs. If the student disputes the decision of the Vice President, he or she may appeal it to an Appeal Panel that will be convened. The decision of the Appeal Panel is final.

Re-admission after suspension: Re-admission after a period of suspension is not automatic. To be re-admitted, a student must show evidence of changes in circumstances that demonstrate that he or she will succeed in an academic program and meet all typical institutional admission requirements.

Returning to the college after suspension and applying to a different degree program: Upon return to the college after a suspension period, students will be placed on probation and a contract for the purpose of monitoring the student's performance, regardless of if the student pursues the same degree program prior to the suspension or chooses a different degree. If the student does not successfully complete the contract, he or she will be suspended again.

Course Evaluation by Students

At mid-term of each semester, questionnaires are made available to students for evaluating their courses. All instructors are required to inform students of this evaluation tool and encourage student to complete it. At semester end, another course evaluation is required to be completed by every student in a course. Faculty members are encouraged to accompany students to a computer lab to ensure the completion of these evaluations as the results are used for course/program improvement.

Each semester, one course is selected in which the students complete the "Teacher Evaluation by Students" survey. The purpose of this survey is to get feedback from students on explicit and implicit curriculum. The survey results for the course are included as part of the annual performance evaluation for the faculty teaching the course.

Final Exam Schedule

All classes are required to meet during the time assigned on the Final Exam Schedule. During this time, students engage in a meaningful instructional experience, such as a final exam, giving presentations, participating in an individual or class reflection, reviewing the last exam taken, etc. The Final Exam Schedule is disseminated by the Registrar's Office. Final exams are to be given during the time assigned on this schedule.

Independent Study

An independent study is designed for students who are unable to attend regularly scheduled classes for a variety of reasons. Students who take an independent study course fulfill all of the requirements for the course and meet the student outcomes identified on the course syllabus. The course is graded using the same criteria as any other UTTC course.

If a student chooses to take a course as an independent study, the student must request the course from the instructor who typically teaches the course. The instructor will decide if the course is appropriate for an independent study and determine if he or she is available to instruct the course. If the course is appropriate, and the instructor is available to teach it, the instructor will complete the Independent Study Contract (see Appendix D) with the student and submit it to the Department Chair for approval. The Department Chair will review the request for an independent study and, if he or she approves, will sign the contract. The Vice President of Academic Affairs must also sign approving the contract, which is then forwarded to the Registrar's Office. The signed Independent Study Contract must be on file in the Registrar's Office within two (2) weeks after classes begin for the semester.

Cancelation of Classes

Faculty members have a responsibility to conduct their classes regularly and be punctual. If a faculty member is more than 15 minutes late, class will be canceled and students will be dismissed. If a class is canceled because the faculty member is late, and the faculty member does not contact the department chair regarding the class cancelation, disciplinary action may be taken. If a faculty member is unable to attend class, it is his/her responsibility to make the appropriate contact with the department chair so that students in that class are notified and an attendance roster made available. The faculty members should not expect they will be eligible to take personal or sick leave if they miss class, or are late, and class is canceled if adequate notice is not provided to the department chair. Excessive instructor absences and/or late arrivals for class will be addressed immediately and will be subject to disciplinary action as identified in the UTTC Employee Handbook.

Classes at UTTC may be occasionally canceled for holidays, professional development workshops, student activities, or special institutional events. The annual Academic Calendar (found on the UTTC website home page) identifies all known days that classes are canceled. The Vice President

of Academic Affairs will notify all Department Chairs if an unexpected situation arises that results in canceled classes. Any unscheduled class cancellations by instructors will be reported to the department chair. For the complete policy on class cancellation, refer to Appendix E.

Schedule of Hours

Fifteen (15) contact hours are required for every credit offered over the course of the semester. This translates to a 3-credit course meeting 45 hours during the semester and courses are scheduled accordingly. For example, a 3-credit hour class must meet a minimum of 3 hours per week.

Certain Career & Technical Education courses are required to meet for additional hours per week. An example of this is a 3-credit course in the automotive degree plan that meets for 18 hours per week (3 credits x 6 hours for each credit).

Office Hours

Regular office hours for faculty are necessary in order to be accessible to students and colleagues. Each faculty member's schedule of office hours will be posted in a prominent physical location and on all course syllabi (refer to Appendix F). Normal faculty working hours are from 8:00 am until 5:00 pm with one hour for lunch. Hours may vary if classes are being taught outside of the normal working hours. The Vice President of Academic Affairs must approve arrangements for alternative working hours.

Classroom Implications of the Privacy Act

All information provided to faculty about students should be considered private and confidential. Instructors must not post students' grades in a public place. Students should use JICS or request a hard copy from the Registrar's Office to review their midterm or final grades.

Students with Disabilities

UTTC complies fully with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA). Faculty members should be aware that federal law requires reasonable accommodations be made to students with known disabilities; state law obligations are consistent with this federal mandate.

Accommodations are considered reasonable as long as course or program requirements are not fundamentally altered, standards are not lowered, and there is a logical link between the student's limitations and the accommodation. Faculty members are encouraged to work cooperatively with the UTTC Disabilities Services Coordinator to determine means of accommodation that meet these criteria.

The UTTC syllabus template includes a statement indicating the willingness of faculty members to provide reasonable accommodations to a student with an identified disability diagnosis.

Field Trips

Faculty members are encouraged to plan field trips that are appropriate for their courses and will contribute to the knowledge and/or skill level of the participating students. A transportation request form must be filled out and approved two weeks prior to an academic field trip. The Vice President of Academic Affairs, as well as other faculty, service, or individuals who may be affected by a student's absence, must be notified when a field trip is planned. Because of insurance liability, the college requires the use of UTTC vehicles when transporting students. Drivers may be available through the Transportation Department, if necessary.

When an academic field trip requires students to be absent from other classes, the instructor should prepare a "Class Absence Report" for each student affected so that students may seek permission to be absent from other classes. Instructors are always encouraged to work cooperatively to provide the best educational experience for students; however, instructors are not required to make any additional accommodation beyond the policies on attendance outlined in their syllabi for students absent from their classes because of an activity in another class. Instructors who schedule academic field trips are expected to provide an appropriate alternative assignment for those students who are unable to participate, especially if the field trip extends beyond regular class times.

Key Academic Committees

All faculty members are expected to serve on college committees, task forces, and/or student vocational clubs. Examples of the committees most directly related to academics include the following:

Assessment of Student Learning Committee

This committee regularly reviews and discusses the on-going assessment of student learning outcomes. The committee participates in the planning and training for faculty and interested staff in the area of student learning assessment. The committee is responsible for updating the college's student learning assessment plan collaboratively with the UTTC Director of Institutional Assessment.

Curriculum Committee

The purpose of this committee is to review and assist with matters of curricula development and updates including new courses and programs and curricula revisions. The committee is involved in standardization of curricula content and numbering systems within the North Dakota University System.

Extended Learning Committee

The purpose of this committee is to continue the development and implementation of the online education, dual credit offerings and Continuing Education Units resulting from trainings. Planning includes the areas of budget needs, personnel needs, online instructional policies, student support, marketing, and general program needs.

Curricular Changes

The following procedure is initiated by the department chair in collaboration with the faculty in the department for creating a new course or revising an existing course:

- For revising a course (call number, description, objectives, credit hours, delivery method, assessment/evaluation, adding/deleting lab work), submit a Course Curriculum Guide attached to an email with a short rationale for the change request. The Guide template can be found on the s/drive, in the Curriculum Committee folder.
- After the Committee has reviewed your submission and rationale, you will be notified of a scheduled meeting date.
- For deleting course(s) from the approved curriculum: Email a written rationale to the Committee Chair including the impact the deletion will have for UTTC, your program, and present or potential students. Include hard data, if available.
- To add courses to the approved curriculum, submit a CCG along with a written rationale to the Curriculum Committee.
- When developing a new program of study (degree plan), submit a CCG for each of the program-specific courses along with a written rationale that includes job projections, advisory board members' names and recommendations. Also, include a needs assessment, comparative programs at other colleges, recruitment plans, target population, etc. These should be submitted at least two weeks prior to a Curriculum Committee meeting.

All academic coursework changes will be completed and presented for final approval by the end of the spring break. The purpose of this provision is to create a "window" in which there is only one period during the academic year to make additions and changes to curricula. All additions and revisions approved at that point will be officially uploaded into the Jenzabar system entry for college catalog and website revisions. Any subsequent additions and revisions will not be entered for approval until the following academic year.

Academic department chairs will be responsible that all printed and published materials (e.g. college catalog, departmental brochure, syllabi, etc.) contain consistent information including course descriptions and credit hours.

For consumer information purposes, the UTTC website will be updated to maintain the most current information about degree plans and coursework.

Cell Phone Usage

In general, faculty members are strictly prohibited from having their cell phones in class during instructional time. Students' cell phones will be limited to silent or vibrate mode during class time and meetings. Instructors reserve the classroom management privilege to restrict cell phone usage as specified on course syllabi and for classroom activities, guest presentations, and during tests. For parental or family emergency situations, faculty members and students will inform others in the classroom about the potential need for using personal cell phones for accommodating such situations.

SECTION IV: STUDENT SUPPORT

Academic Advising & Registration

UTTC faculty members are expected to serve as academic advisors. During every semester, registration will be held for the following semester. Faculty members are expected to advise students and to assist with advisement and registration near the beginning of each semester. Advisors should treat their role as an important part of academic success and maintain a professional commitment to providing quality advising. Advisors are to meet with their respective students no less than three times per semester.

The duties of the advisor include developing and maintaining degree plans, familiarizing the student with College requirements, assisting the student with class scheduling, and facilitating the "Early Alert" procedure on a weekly basis with academic counselors. To fulfill these responsibilities, advisors need to know prerequisites and the sequences in which courses are offered. They will explain to students the rationale behind college requirements such as the career-technical and general education curricula. The advisor will review class schedules during the registration process to assure that students are taking a reasonable course load, and advise students accordingly.

The advisor will be familiar with college support services and refer students to these services when the occasion demands. Further, the advisor will explain policies such as adding/dropping a class, withdrawal from college, and inform students of important dates and events.

Information and guidance for academic advising can be found in the UTTC Advising Handbook.

Family Education Rights & Privacy Act (FERPA)

Under the Terms of FERPA, United Tribes Technical College has established the following as Directory Information and may be released to those requesting it unless the student specifically requests otherwise on the form provided or by submitting written notification to the Office of the Registrar:

All other information may not be released without written consent of the student. Grades, social security numbers, ethnic backgrounds and student schedules should not be released to anyone other than the student—and NEVER over the phone.

For more information about FERPA, please refer to the Student Handbook or College Catalog, or contact the UTTC Registrar's Office.

Attendance and Early Alerts

All faculty members are required to maintain attendance records in the Jenzabar LMS for the students in their classes. Attendance must be kept current, beginning the first day of class, and entered for the week no later than Friday at 5 pm of each week. Training for using the LMS is available and will be provided for all new faculty. Department chairs are responsible for ensuring all faculty are entering attendance on a regular basis, at least weekly, for all classes.

All academic advisors are required to enter Early Alerts for students missing 8 hours of class, 16 hours of class and 32 hours of class. The advisors enter the first Early Alert when the student has missed 8 hours total of class. Another Early Alert is entered when a student misses a total of 16 hours of class and again at 32 hours. The alerts are sent to the student's Academic & Personal Counselor who follows up with students who have Early Alerts. The Counselor will communicate with the student's advisor and instructors using the Jenzabar Retention Module so there is documentation of interventions implemented to help the student succeed.

Training is provided for the Early Alert system every fall for faculty members and representatives from Student Services. All academic advisors are required to participate in this annual campus training.

Breastfeeding

UTTC has adopted a breastfeeding policy that applies to students and employees. Faculty members are required to make accommodations for students who are breastfeeding. The designated rooms on the UTTC campus are: 111D Skills Center and 128 Lewis Goodhouse Wellness Center.

SECTION V: ACADEMIC POLICIES

New and revised academic policies need to be considered on an on-going basis to address changing accreditation, certification, and administrative needs related to academic activities. Department chairs will present draft policies that have been proposed at their department meetings for consideration at the monthly Department Chair Meetings. The Vice President of Academic Affairs will secure the appropriate approvals for any new policies recommended by consensus.

For a complete listing of the UTTC Academic Policies, refer to Appendix G of this document.

APPENDIX A: Department Chair Responsibilities

Certain academic faculty members are delegated with uncompensated roles and responsibilities as department chairs. These duties include:

Accreditation and Program Certification – initiate specialized planning for accreditation and program certifications; contribute to self-study documentation; participate in program evaluations and assessment systems; respond to final evaluation reports; assist in monitoring of accreditation standards.

Categorical Grant Management – participate in the proposal writing process, grant and project management including project staff supervision.

Committee Work – participate in various institutional committees, may serve as committee chairperson.

Coordinating Advisory Committees – identify members for advisory committees; coordinate advisory committee meetings; network with external entities for workforce industry information.

Curricula Planning – establish and modify academic degree plans; interface with other departments on joint curricula planning; evaluate and approve course syllabi; keep abreast of requirements at other colleges and universities for course credit transfer options for students.

Department Chair Meetings - participate in monthly department chair meetings and disseminate information from these meetings to department personnel.

Department Strategic Planning – assist with compiling relevant workforce industry information; collaborate with administration to draft and monitor 5-year strategic plans for academic departments.

Departmental Budget Planning & Monitoring – organize annual budgets; submit and authorize departmental expenditures; assist with institutional budget planning for federal and state grants.

External Networking – work with the Registrar’s Office on the implementation of articulation agreements with other institutions of higher education; networking with professional organizations.

Faculty Oversight – position advertising, interviews, personnel selection, oversee course assignments each semester, timesheet verification, classroom evaluations, faculty advising; assisting with personnel action.

Instruction – provide classroom instruction; engage in student, department, and program assessment processes.

Student Advising – student orientation, career advising, course registration, monitoring student attendance and academic progress, process student withdrawals; interface with other institutional departments addressing student needs (e.g., financial aid, counseling, etc.); confidentiality and protection of student academic information and data.

Student Experiential Learning – network with agencies and identification of placement sites for clinicals, internships, practica, student teaching; finalizing interagency agreements for student experiential learning courses.

APPENDIX B: Faculty Salary Schedule (2015)

| CATEGORY | RANGE | 9 MONTH CONTRACT |
|--------------------------------------|--------------|---|
| Faculty I Minimum Requirements | 11,581 | 38,000 – 49,581 Vocational Cert, AA/AAS, BA/BS, MA/MS |
| Faculty II Minimum Requirements | 12,572 | 41,250 – 53,822 9 years teaching-working T-W experience or BS and 6 years T-W experience or MS and 2 years T-W experience or PHD with no experience |
| Faculty III Minimum Requirements | 13,639 | 44,750 – 58,389 14 years T-W experience or BS and 11 years T-W experience or MS and 7 years T-W experience or PhD and 5 years T-W experience |
| Faculty IV Minimum Requirements | 14,781 | 48,500 – 63,281 19 years T-W experience or BS and 16 years T-W experience or MS and 12 years T-W experience or PhD and 10 years T-W experience |
| Faculty V Minimum Requirements | 16,001 | 52,500 – 68,501 24 years T-W experience or BS and 21 years T-W experience or MS and 17 years T-W experience or PhD and 15 years T-W experience |
| Faculty VI Minimum Requirements | 17,296 | 56,750 – 74,046 29 years T-W experience or BS and 26 T-W experience or MS and 22 years T-W experience or PhD and 20 years T-W experience |
| Faculty VII Minimum Requirements | 18,667 | 61,250 – 79,917 34 years T-W experience or BS and 31 T-W experience or MS and 27 years T-W experience or PhD and 25 years T-W experience |
| Faculty VIII Minimum Requirements | 20,115 | 66,000 – 86,115 39 years T-W experience or BS and 36 T-W experience or MS and 32 years T-W experience or PhD and 30 years T-W experience |

Incoming instructors are limited to 5 years maximum credit for previous teaching-working (T-W) experience, regardless of degree. Career & Technical Education instructors for short-term workforce training programs may be compensated at a rate between Faculty levels IV – VI as 9-month employees, regardless of their level of formal education, depending on the area of industry.

Faculty Teaching Load

A full-time teaching load is established at thirty (30) credit hours per year for lecture courses for all nine- and ten-month faculty. Twelve-month faculty members teach full-time (minimum of 6 credits) during the summer semester in addition to the academic year load (fall/spring). The limit to overload will be six (6) credit hours per semester with a maximum of twelve (12) credit hours per academic year. All lab hours and shop hours shall be weighted equally.

Overload/Part-Time/Adjunct Compensation

Faculty overload compensation is \$600 per credit. An overload is defined as the number of credits exceeding 30 credits for the academic year (fall and spring semesters) for 9, 10 and 12-month faculty and 18 credits for the academic year for a department chair of a BS degree program.

Adjunct and Part-Time Faculty Compensation

Adjunct faculty members are instructors who are paid by the number of credit hours they teach.

Level I Adjunct:

1. Faculty members who have an AA/AAS or BA/BS degree.
2. Duties: teaching only
3. Teaching load: up to nine (9) credit hours per semester
4. Wage: \$600 credit hour
5. No benefits

Level II Adjunct:

1. Faculty members who have a MA/MS degree or PhD/EdD.
2. Duties: teaching only
3. Teaching load: up to nine (9) credit hours per semester
4. Wage: \$680 credit hour
5. No benefits

Part-Time Faculty:

Part-time faculty members typically work full-time during the academic year (9 month exempt) and part-time during the summer semester. Part-time faculty members are compensated for the summer semester using a formula that uses an hourly rate multiplied by the total number of hours worked. The total number of hours worked is determined by the number of credits taught (typically CTE credits) and/or clinical/internship hours. The part-time faculty member is paid a lump sum for the summer semester. Part-time faculty members are not eligible to use or accrue leave nor do they earn holiday pay.

APPENDIX C: Syllabus Template

UTTC Department Name

Syllabus

<Number> and <Course Name>

Course Information

Year / Term:

Class Location / Room:

Days / Time:

Course Blog (If relevant)

Instructor Information

Instructor:

Phone:

Office Location:

Office Hours

E-Mail:

Special Circumstances: <You can use this section to announce any times that you know you will be off campus during the semester and that your classes will be cancelled.>

Required Textbooks:

<APA Format>

Supplemental Materials:

Course Description: <Description approved by Curriculum Committee>

Prerequisite(s):

Student Learning Outcomes: <Insert the course objectives specific to your course in the table below. In the "Assessment" column, enter the artifact that will be used to measure proficiency for meeting the specific objective. Examples are provided.>

| Students will demonstrate the following knowledge and skills: | Assessment |
|--|--|
| 1. Characterize the need for formative and summative assessment in teaching and in measuring student growth and achievement. | Written Reflection on Formative and Summative Assessment |
| 2. Understand the connection between assessment and instruction in a standards-based classroom and describe how learning targets help direct the instructional process. | Assessment Blueprint |
| 3. Identify and describe various types of classroom assessments, their essential characteristics, and the major advantages and disadvantages associated with the application of these assessments. | Assessment Study review and reflection Class assignment |

| | |
|--|--------------------------------|
| 4. Describe how progress monitoring as formative assessment can guide and inform instruction as well as engage learners for higher levels of achievement. | Progress Monitoring/Reflection |
| 5. Design and implement a classroom assessment model that targets appropriate achievement expectations for students, to include performance assessments and their corresponding scoring rubrics, and modified classroom assessments that accommodate students with disabilities. | Unit of Study Assignment |
| 6. Demonstrate the role of assessment in the plan-teach-assess-plan cycle for optimum student learning. | Unit of Study Assignment |

POLICIES

Course Attendance Policy (Edit for your own purposes)

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone’s understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see Policy for Late Submission). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

Policy for Late Submission (Edit for your own purposes)

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate’s responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner. Student behavior that interferes with learning, in both campus-based classrooms and the online environment, will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to course topics. Faculty are expected to maintain professional management of activities prior to, during and after class times. As such, if a student

demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones (Edit for your own purposes)

Out of respect for the other candidates, instructor, and yourself it is advised that cell phones are turned off during class times. If the candidate is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be staffed if they are unable to meet the expectations of this policy.

Accommodation of Disabilities

It is UTTC's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for more information on services available. Disability Services is located in the upper level of the Jack Barden Center at ext. 1516.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

| | | | |
|---|---------|---------|-----------|
| A | 90-100% | C | 70-79% |
| B | 80-89% | D | 60-69% |
| | | Failing | Below 60% |

Description of Assignments and Rubrics

<Insert list of all major assignments, a description of each, and rubrics as appropriate.>

Class Schedule

| Week | Topic | Assignments Due |
|------|-------|-----------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |

APPENDIX D: Independent Study Student Academic Contract

Independent Study Instruction Contract

Definition of Independent Study designed for students unable to attend regularly scheduled classes. Students fulfill all requirements mandated by the course and approval based on the availability of the consenting instructor. Formal approval and a written contract with Instructor, Department Chair, and Vice President of Academic Affairs signatures must be obtained and on file in the Registrar's Office within two (2) weeks after classes begin.

| | | |
|-----------------|--------------|-----------------|
| _____ | | |
| Student Name | Student ID# | Instructor Name |
| _____ | | |
| Course Number | Course Title | Credit Hours |
| Select Semester | | |
| Summer 20__ | Fall 20__ | Spring 20__ |

Reasons for taking this course as Independent Study:

COURSE REQUIREMENT: (Including number of Instruction/Students meeting, etc.) Note: Course syllabus should be attached to contract.

SCHEDULE OF COMPLETION DATE:

GRADUATION:

Are you taking any additional Independent Study courses this semester?
 YES NO If YES, please list the course:

AGREEMENT

I UNDERSTAND WHAT IS EXPECTED OF ME AND AGREE TO FULFILL THE ABOVE REQUIREMENT FOR THIS CONTRACT.

Student Signature Instructor Signature Dept. Chair Signature

Vice President of Academic Affairs Date

APPENDIX E: UTTC Class Cancellation Procedures

For an accredited institution of higher education, a decision to cancel classes should be taken very seriously. The reputation of the College and the integrity of academic programs rely on every class being conducted according to the semester schedule. As necessary, a decision of cancellation may be made by an instructor for an individual class or by designated administrators for the entire college. There are academic, financial and personal ramifications for students whenever a class is not held as scheduled.

Individual Class Cancellation

In the event of any class cancellation by a UTTC faculty member (full-time and adjunct), the instructor will notify the chairperson of his/her academic department *prior* to the beginning of the scheduled class period. If the chair cannot be reached, a message will be left on the chairperson's voice mail (and by email if possible). The instructor will identify the time and reason for class cancellation.

In addition to notifying the department chair, the faculty member will contact the office of the Vice President of Academic, Career & Technical Education. The message should detail the name of the class being cancelled, time, location, and reason for cancellation.

Inclement Weather/Emergency Cancellations

1. Cancellation of Classes by the College

When severe weather or an emergency situation warrants closing the College or delaying the opening of the College, every attempt will be made by designated authorities to announce this decision in advance. An appropriate announcement will be disseminated through local media and posted on the UTTC website.

2. Communicating a Canceled Class to Students

Occasionally weather conditions at a faculty member's home may make it difficult or impossible to travel to campus even if the College is open. In this situation, *the faculty member will be responsible* for notifying the department chair first and then the students directly of the decision to cancel a class.

Faculty members should determine optimal ways to contact students in their classes. An instructor should discuss an approach to class cancellation notifications with students well in advance, ideally at the beginning of the semester. If you choose to contact your students by email or telephone, you should solicit an email address and/or phone number from each of your students, asking for the best way to contact them prior to class meeting time. Be sure to tell them that the information on the list is expressly for this purpose and will not be shared with anyone.

For larger classes, the *easiest and most convenient* way to implement an individual contact system is to use your voice mailbox to relay the information, thereby enabling your own individual “weather hotline”. Your voice mail “greeting” can be changed from your home phone. You should discuss this method of contact with your students well in advance, informing them that you may have to cancel your class due to weather even if the college is open. If there is a potential weather problem, the students will then know to call your campus voice mail before coming to class.

When notified, academic department chairs should make arrangements to post a cancellation sign on the classroom door for the class being canceled.

Other Class Cancellation Situations

1. Anticipated leave of absence

When a faculty member knows in advance of a leave of absence (e.g., professional development, medical, business travel, etc.), the instructor will make every effort to provide students with a meaningful educational experience for each class period that he/she is absent. Such experiences would include, but not be limited to a/an:

- Examination with a proctor present
- Guest speaker (internal or external) to the College
- Relevant video
- Discussion group lead by student(s) in the class
- Information session with a resource person—e.g., librarian on searching internet bases electronically; administrator on financial aid or career orientation; etc.
- Out-of-class assignment leading to a product—e.g., producing a work of art in a studio; making an audio or videotape in a lab; collecting data for an experiment
- In-class assignment—e.g., working on a group project or assignment in the classroom during the scheduled class time.

The course syllabus should identify any planned absences for conferences, board meetings, etc. that the faculty member will be attending during the semester. Other arrangements will be made for these class periods; classes will not be cancelled.

2. Unexpected absence

In the event of an unexpected absence (e.g., medical, family circumstances, etc.), the absent faculty member will follow the general procedures outlined above.

APPENDIX F: Sample Faculty Schedule

Any Semester – Schedule
[INSERT YOUR NAME HERE]
[INSERT DEPARTMENT HERE]

| | | | | | |
|-------|----------|----------|-----------|----------|---------------|
| | | | | | |
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 8:00 | Class | Prep | Class | Prep | Class |
| 9:00 | Office | Office | Office | Office | Office |
| 10:00 | Office | Class | Office | Class | Office |
| 11:00 | Office | Class | Office | Class | Office |
| 12:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:00 | Office | Class | Office | Class | Dept. Meeting |
| 2:00 | Office | To 2:30 | Office | To 2:30 | Prep |
| 3:00 | Meetings | Meetings | Prep | Prep | Prep |
| 4:00 | Meetings | Prep | Prep | Prep | Prep |
| | | | | | |

APPENDIX G: Academic Policies

Educational Programs

The United Tribes Technical College (UTTC) Academic Affairs division shall, along with administrative, faculty, and support personnel, provide education and training as outlined in the current United Tribes Technical College catalog or its supplements and as published in a current semester class schedule.

Academic Calendar

The College will offer instruction in two regular semesters, and a summer session when practical. The College calendar for an academic year (fall/spring), including the summer school session following the academic year, shall originate with the Vice President for Academic Affairs. The calendar proposal shall be forwarded to the UTTC President for final approval. The calendar will be published on the UTTC website.

Graduation Requirements

Each candidate for graduation must fulfill the following requirements for a certificate of completion, an associate of applied science degree, or baccalaureate degree. The candidate for graduation must:

1. Be accepted for admission to United Tribes Technical College.
2. Complete a minimum of one-half of the semester hours of credit (100 level or above) at United Tribes for the designated associate of applied science degree. An exception to this requirement may be made for students pursuing a certificate program at United Tribes. Bachelor degree programs require a minimum of sixty-two United Tribes credits (100 level or higher).
3. Earn a minimum cumulative grade point average of 2.00 at United Tribes and earn a minimum of a "C" grade for each course on the degree plan.
4. Complete all program requirements as listed on the degree plan for the specific program.

The course requirements listed on the degree plan are in effect at the time the student registers for the first courses. The degree plan will remain in effect until the student graduates, changes programs, or withdraws from the College. If the student returns after withdrawing ("stopping out"), and a revised degree plan has been approved during the student's absence, the new degree plan will be effective.

The current college catalog will list requirements for the granting of degrees and certificates.

Curricular Offerings

The curricular offerings of the college will include academic programs, general education, and developmental courses. The administration and department chairs will continuously be alert to the educational needs of different ability and interest groups so that it can present for administrative consideration new and appropriate college programs where a documented need and/or student interest exists.

Proposed new programs or program deletions will have administrative approval. The college catalog will list curricular offerings and programs of the college.

Curriculum Revision

Any addition or deletion of a course to a degree program shall be considered a “major curriculum revision”. All major revisions are initiated by the department chair for the program requesting the revision, reviewed and approved by the UTTC Curriculum Committee, and submitted for final approval to the Vice President for Academic Affairs. All major curriculum revisions shall require administrative approval.

Any changes in course prerequisites, credit/contact hours, program requirements, course titles, and course descriptions shall be considered “minor curriculum revisions”. All minor curriculum revisions will be reviewed by the Curriculum Committee, which shall make recommendations to the Vice President for Academic Affairs, who shall have final approval over proposed minor curriculum revisions.

Orientation

Orientation is a critical college entry activity held at the beginning of each semester and is an activity required of all new students and recommended for all returning students. Activities include presentations about school policies, financial aid information, student responsibilities, placement testing, services available to students, assignment of counselors, and assignment of home group leaders. The Career Placement department at UTTC facilitates all orientation activities.

Accuplacer and ACT Entrance Tests

In order to assess a student’s academic needs, the Accuplacer test will be administered each semester for new and transfer students. Those students who have taken the high school ACT test prior to registration at UTTC will not be required to take the Accuplacer test. Accuplacer and ACT entrance test scores are being accepted for academic assessment and to recommend course placements.

Upon entry, each student is assessed through the ACT or Accuplacer standardized test. If the student has already taken the test, those scores will be accepted up to three years from the test date. For further information contact the Academic Advancement Center.

Credit by Examination

Students who believe they have achieved the equivalent knowledge and/or skills of a particular United Tribes Technical College course may choose to take a competency examination in order to earn credit for that specific college-level course. This is called credit by examination.

Credit may be awarded by taking and passing a nationally recognized standardized examination or by taking an institutionally developed examination.

The Career Development Office will maintain a list of nationally recognized standardized examinations and their United Tribes course equivalents.

A request for an institutionally developed examination will only be authorized if no nationally recognized standardized examination is available and if the Vice President for Academic Affairs approves the request.

A fee will be charged for each nationally recognized standardized examination provided by the college. The company that provides the standardized examination will determine the amount of the examination fee.

Credit by Examination Procedure:

A student may request credit by examination by using the following procedure:

1. Contact the Career Placement Office for a list of nationally recognized standardized tests that are equivalent to the UTTC course the student desires. Information regarding testing fees and date, time and location of the testing will also be shared with the student.
2. If a nationally recognized standardized test is not available, the student may contact the department chair of his/her program for an institutional credit by examination request form and the cost for the testing. The student will complete and submit the form to the instructor in the subject area of the examination requested. The instructor will review the request and submit his/her recommendation to the department chair, who may approve or disapprove the request. If approved, a test will be developed and testing will be scheduled.
3. Credit by examination scores will be handled in the following manner: If a passing score is achieved, credit will be noted on the student's UTTC transcript. Cumulative grade point average, credit hours attempted and honor points will not be affected. The United Tribes Technical College catalog will display the college's policy and procedure for credit by examination.

Independent Study

An independent study is designed for students who are unable to attend regularly scheduled classes for a variety of reasons. Students who take an independent study course fulfill all of the requirements for the course and meet the student outcomes identified on the course syllabus. The course is graded using the same criteria as any other UTTC course.

If a student chooses to take a course as an independent study, the student must request the course from the instructor who typically teaches the course. The instructor will decide if the course is appropriate for an independent study and determine if he or she is available to instruct the course. If the course is appropriate, and the instructor is available to teach it, the instructor will complete the Independent Study Contract (see Appendix D) with the student and submit it to the Department Chair for approval. The Department Chair will review the request for an independent study and, if he or she approves, will sign the contract. The Vice President of Academic Affairs must also sign approving the contract, which is then forwarded to the Registrar's Office. The signed Independent Study Contract must be on file in the Registrar's Office within two (2) weeks after classes begin for the semester.

Academic Advising

Academic advising at United Tribes Technical College is a developmental process that considers students' academic needs, goals, interests and prior education. Academic advisors promote student success and increase student enrollment and retention by promoting and recruiting for programs, referring students at risk or in need of additional resources with the primary objective to assist with making informed decisions concerning their educational goals.

Primary Advisor Duties and Responsibilities

- Advises a student about content and structure of postsecondary programs including graduation and/or transfer requirements for a particular program of study.
- Audits, monitors, and evaluates individual student academic progress.
- Disseminates certificate, diploma and university transfer program information to all learners and other appropriate internal and external contacts in individual or group sessions.
- Interprets testing results relevant to placement decisions; determines student readiness for College programs.
- Assists students in the development of an educational plan including choosing a program of study and/or clarifying educational goals.
- Informs students about alternatives, limitations and possible consequences of academic decisions (e.g. adding, dropping and withdrawing from courses; change of program and/or transfer institution)
- Educates students about course planning and registration processes, refers to available on- and off-campus resources to meet individual needs including career and personal counseling.

- Makes appropriate referrals to students perceived as at-risk, acts as an advocate as appropriate.
- Maintains up-to-date knowledge about the College's programs and requirements; consults with contacts at various transfer institutions regarding course and program transferability, admission and graduation requirements.
- Initiates course withdrawals, adds, and drops as required.
- Maintains confidential student records.
- Performs other related duties as assigned.

Registration

All students must officially register prior to attending class. Registration deadlines are determined by the Registrar's Office and listed on the calendar. All students must register within the dates specified. A class schedule is published each semester with specific days, time, and location for classes.

Students who are registered for 6 credits for the summer semester are considered full-time. Students who are registered for 12 or more credits for the fall and spring semesters are considered full-time students. Student enrolled less than full-time are considered part-time students.

The maximum number of credits a student is allowed to enroll in for either the fall or spring semester is 20 credits. The maximum number of credits for the summer semester is 9 credits. Anything over these amounts requires approval from the Vice President of Academic Affairs. The academic advisor must request the overload for the student, in writing (email), and justify the purpose for the overload. Typically, first semester students are discouraged from registering with an overload. Students on probation will not be allowed to register for an overload of credits for any semester.

Assessing Student Learning

UTTC has established a process by which faculty, students and all staff assess the learning and success of the students and graduates as well as the effectiveness of the overall campus program. The Assessment of Student Learning (ASL) committee coordinates and monitors this assessment work in direct collaboration with the Vice President of Academic Affairs. All staff at UTTC participate in the assessment process within their area of responsibility.

All academic departments have developed their own assessment plan. Copies of the UTTC Student Assessment Plan are available upon request from the Vice President of Academic Affairs. The College's academic assessment process allows for students to be actively engaged in self-assessment and self-monitoring of learning outcomes.

Academic Probation and Suspension

Probation

A student will be placed on probation (and will remain on probation) at the end of a semester if either the semester or the cumulative GPA is below 2.00. A student on probation will have a hold placed on his or her record and must see an adviser in order to register for the next semester.

Academic contract: Academic advisors will develop contracts specifying requirements that students must meet to be removed from probation or to register for classes while on probation. The academic contract may include requiring the student to meet with the academic advisor, counselors, or other available student support services, a pre-determined number of times throughout the semester. (Online learners can participate in conference calls to meet this requirement.) If the student meets the conditions of the contract, and the term and cumulative GPA are at least 2.00, the student will be removed from probation. Even if the contract conditions are met, the student must still meet the minimum GPA requirements. If the conditions of the contract are not met by the end of the semester in which the student is on probation, the student will be suspended.

Registering while on probation: Students will be given an override for the probation hold to enable them to register after they have met with an advisor and, if a contract is required, when the student's academic advisor is satisfied the conditions of the contract are met.

Suspension

A student is suspended if and when both the term and the cumulative GPA are below 2.00 at the end of the probation term (semester). The suspension is effective immediately, at the conclusion of the semester.

Consequences of suspension: When suspended, a student cannot register for any courses for at least one full academic year (fall/spring). All academic departments will recognize the probationary holds and will not allow students, including non-degree seeking students, with these holds to register until after one full academic year.

Appealing suspension decisions: Students may appeal suspension decisions in writing to the Vice President of Academic Affairs who will forward the appeal to the Student Appeal Panel. The decision of the Student Appeal Panel is final.

Re-admission after suspension: Re-admission after a period of suspension is not automatic. To be re-admitted, a student must show evidence of changes in circumstances that demonstrate that he or she will succeed in an academic program and meet all typical institutional admission requirements.

Returning to the college after suspension and applying to a different degree program: Upon return to the college after a suspension period, students will be placed on probation and a contract for

the purpose of monitoring the student's performance, regardless of if the student pursues the same degree program prior to the suspension or chooses a different degree. If the student does not successfully complete the contract, and earn a semester GPA of 2.0 or higher, he or she will be suspended again, at the end of the semester.

APPENDIX H: Teacher Evaluation by Student Survey

Teacher's Name: _____ Semester: _____

The number rating stands for the following: **1** = rarely; **2** = once in a while; **3** = sometimes; **4** = most of the time; **5** = almost always. If it doesn't apply, leave it blank. Circle the answer that fits with your experience of this teacher for each item.

| EXPLICIT CURRICULUM: How well does the teacher teach the core subject? | | | | | | If you circled #1, write the name of the class that you are referring to with this rating. | |
|--|---|---|---|---|---|--|---|
| | | 1 | 2 | 3 | 4 | | 5 |
| 1. | Teacher is organized and prepared for the class. | 1 | 2 | 3 | 4 | 5 | |
| 2. | Teacher knows his/her subject and/or content material. | 1 | 2 | 3 | 4 | 5 | |
| 3. | Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful. | 1 | 2 | 3 | 4 | 5 | |
| 4. | Teacher is flexible and accommodating of student needs. | 1 | 2 | 3 | 4 | 5 | |
| 5. | Teacher is clear in giving directions and explaining what is expected on assignments and tests. | 1 | 2 | 3 | 4 | 5 | |
| 6. | Teacher allows students to be active participants in the classroom learning environment. | 1 | 2 | 3 | 4 | 5 | |
| 7. | Teacher manages time well. | 1 | 2 | 3 | 4 | 5 | |
| 8. | Teacher returns homework in a timely manner. | 1 | 2 | 3 | 4 | 5 | |
| 9. | In my opinion, the teacher grades fairly. | 1 | 2 | 3 | 4 | 5 | |
| 10. | I believe the material I learned in this class was relevant to my future as an educator. | 1 | 2 | 3 | 4 | 5 | |
| 11. | Teacher provides feedback on homework and projects so student can improve and continue to grow. | 1 | 2 | 3 | 4 | 5 | |
| 12. | Teacher is creative in developing activities and lessons. | 1 | 2 | 3 | 4 | 5 | |
| 13. | Teacher challenges students to master the content and sets high expectations for learning. | 1 | 2 | 3 | 4 | 5 | |

| IMPLICIT CURRICULUM: How well does the teacher model the core values through interactions with students and other staff persons? | | | | | | If you circled #1, write the name of the class that you are referring to with this rating. | |
|--|--|---|---|---|---|--|---|
| | | 1 | 2 | 3 | 4 | | 5 |
| 14. | The teacher listens and understands students' point of view; he/she may not agree, but students feel understood. | 1 | 2 | 3 | 4 | 5 | |
| 15. | Teacher respects the opinions and decisions of students. | 1 | 2 | 3 | 4 | 5 | |
| 16. | Teacher is willing to accept responsibility for his/her own mistakes. | 1 | 2 | 3 | 4 | 5 | |
| 17. | Teacher is willing to learn from students. | 1 | 2 | 3 | 4 | 5 | |
| 18. | Teacher is sensitive to the needs of students. | 1 | 2 | 3 | 4 | 5 | |
| 19. | Teacher provides assistance when students ask for help. | 1 | 2 | 3 | 4 | 5 | |
| 20. | Teacher is consistent and fair and treats students accordingly. | 1 | 2 | 3 | 4 | 5 | |
| 21. | Teacher models professional behaviors. | 1 | 2 | 3 | 4 | 5 | |
| 22. | Teacher is fair and firm with expectations without being too strict. | 1 | 2 | 3 | 4 | 5 | |

| | |
|-----|--|
| 23. | What is one thing the teacher does exceptionally well? |
| | |

| | |
|-----|--|
| 24. | What is one thing that you can suggest to help this teacher improve? |
| | |

Thank you for taking the time to think through the items carefully and writing down your thoughts honestly.