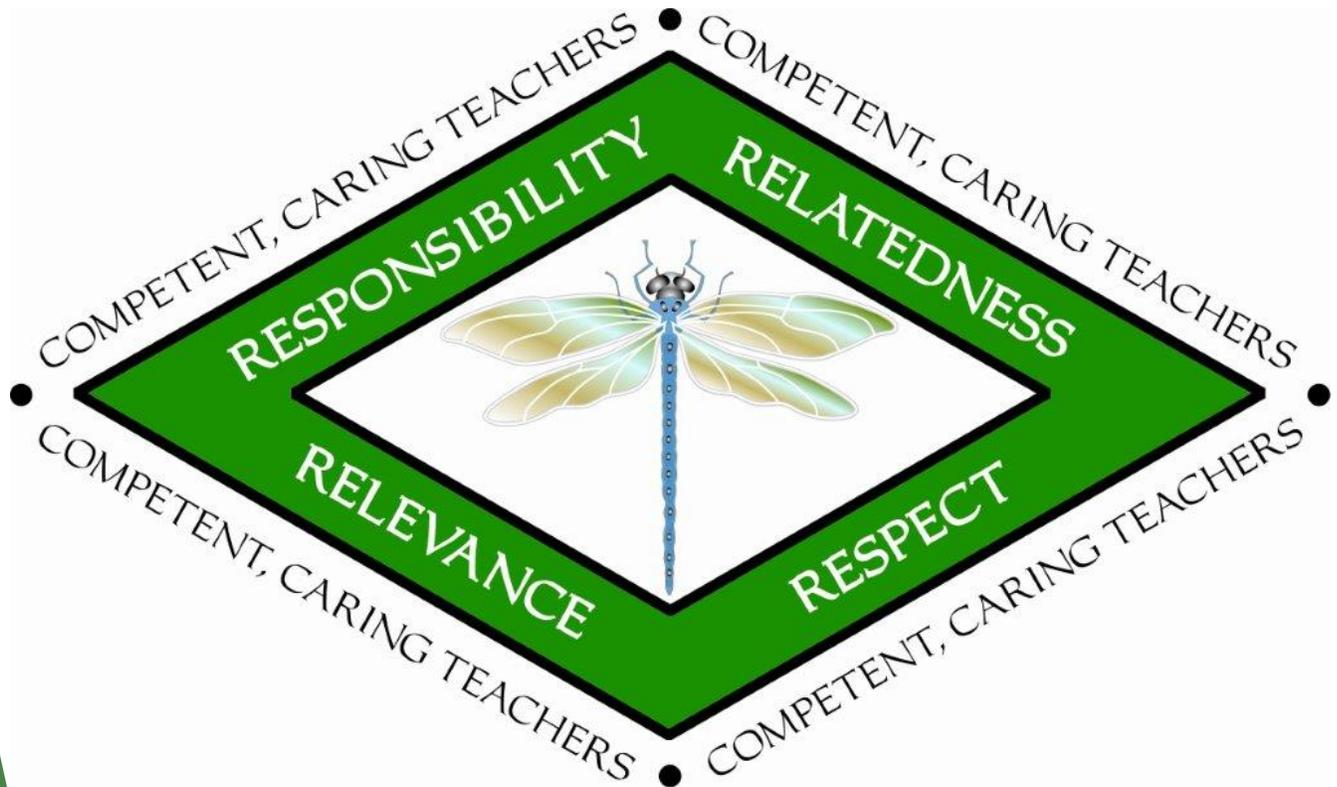


# UNITED TRIBES TECHNICAL COLLEGE

## Teacher Education Unit



## GOVERNANCE: POLICIES & PROCEDURES

For more information, please contact:  
Lisa J. Azure, Chair of Teacher Education  
United Tribes Technical College

*Preparing Competent,  
Caring Teachers*

UNITED TRIBES TECHNICAL COLLEGE  
TEACHER EDUCATION  
3315 UNIVERSITY DRIVE • BISMARCK, ND  
(701) 255-3285 • WWW.TED.UTTC.EDU

## 2.1 Unit Policies and Procedures

---

### Table of Contents

GOVERNANCE .....	3
Teacher Education Mission.....	3
Instructional Unit .....	3
Committees .....	3
Teacher Education Meetings.....	4
Functions of Unit .....	4
Instructional Faculty and Staff.....	4
Assessment and Field Experience Placement .....	4
Personnel Policies: Teacher Education .....	5
Performance Evaluations .....	5
Conflict Resolution .....	5
Renewal & Non-Renewal of Faculty .....	5
PROGRAM POLICIES AND PROCEDURES.....	6
TEACHER EDUCATION INSTRUCTIONAL POLICIES .....	6
ATTENDANCE POLICY .....	6
STUDENTS WITH DISABILITIES .....	6
SEXUAL HARRASMENT AND DISCRIMINATION POLICY .....	7
APPEALS PROCESS .....	7
ASSIGNMENTS .....	7
ACADEMIC PREPARATION.....	7
ACADEMIC MISCONDUCT .....	7
COMMUNICATION DEVICES .....	8
AUDIO AND VIDEO TAPING .....	8
TO OBTAIN GRADES .....	8
DOWNLOADING MUSIC .....	8
ACADEMIC HONESTY POLICY .....	8
PROGRAM REVIEW PROCEDURE for ACADEMIC PROGRESS .....	10
UNIFORM SYLLABUS POLICY .....	11
Syllabus Guidelines .....	12
Appendix.....	14

## 2.1 Unit Policies and Procedures

---

# TEACHER EDUCATION

## GOVERNANCE

Teacher Education is the organizational unit responsible for professional education programs at United Tribes Technical College (UTTC). Its Bylaws define and describe the roles and responsibilities of unit and program personnel and procedures for governance. The Bylaws, regarding the roles, responsibilities, and procedures, are in accordance with the UTTC institutional policies.

### Teacher Education Mission

The UTTC Teacher Education unit prepares teachers as decision makers who are reflective, competent educational leaders, caring of and committed to families and community and dedicated to maximizing the potential of all children, especially American Indian children.

The Teacher Education mission is consistent with the institutional mission and vision of skilled, knowledgeable, culturally-grounded, healthy graduates from an institution that is a leader in Tribal education, arts, cultural preservation, technology, research, and the humanities.

### Instructional Unit

The instructional faculty and staff include those individuals providing foundation and core coursework in the current and future undergraduate and graduate professional education programs (undergraduate programs in Elementary Education, Early Childhood Education, Special Education, and Special Education). The instructional faculty and staff report directly to the Chair of Teacher Education. The Chair reports directly to the Vice President of Academic, Career and Technical Education and indirectly to the President of UTTC.

### Committees

Committees will be formed to carry out the governance, academic and educational activities that are the responsibility of the faculty and staff. Because there are so few faculty members in the Teacher Education unit, all faculty and staff with the appropriate credentials will be part of any committees. Committee members from other departments throughout campus may be recruited to participate if appropriate. Committees will meet on an as-needed basis.

All committees will function in accordance with the UTTC Committee Organizational Structure. Robert's Rules of Order will apply. Committees will elect a Chair at their first meeting with a simple majority vote by committee members present. Each committee is to designate a recorder of meeting minutes.

UTTC has a committee structure in place for the entire institution. As part of the campus community, all faculty members and staff in the Teacher Education unit are required to participate as active members on a minimum of two campus committees.

## 2.1 Unit Policies and Procedures

---

### **Teacher Education Meetings**

There will be meetings of the instructional faculty and staff a minimum of once per month. The Chair will make every effort to schedule teaching and work schedules to allow all faculty and staff to participate in meetings at a commonly designated time Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m.

The agenda, developed by the individual responsible for convening the meeting with input from faculty and staff, shall be distributed at least two working days before a meeting (whenever possible). New business may be accepted from the floor at each meeting for discussion but decisions on items introduced as new business may be postponed until the next scheduled meeting. The Chair shall preside over the meetings of the unit.

### **Functions of Unit**

All members of the Teacher Education unit shall meet a minimum of once per month to develop, review, revise, and execute the unit mission and goals. These functions will include, but are not limited to, the following:

1. Participate in professional faculty and staff development;
2. Prepare for, secure, and maintain accreditation;
3. Participate in the development of professional education initiatives, including but not limited to program development and outreach;
4. Respond to requests for involvement in professional education initiatives, including but not limited to PK-16 institution collaborative activities; and
5. Participate in collaborative activities with other departments and institutions.

### **Instructional Faculty and Staff**

The functions of all members of the Teacher Education unit will include, but are not limited to, the following:

1. Review and respond to schedule of courses proposed *prior* to the beginning of each semester.
2. Review all curriculum (course proposals and revisions, program revisions, new program development, etc.) *prior* to beginning of each semester.
3. Assist in the development, implementation and alignment of an assessment system.
4. Align the course objectives to current accreditation standards.

### **Assessment and Field Experience Placement**

The functions of assessment and field experience placement are those of monitoring student records, coordinating assessment activities, and making placements. Any and all faculty may be called together by the Chair to plan and fulfill these functions.

## 2.1 Unit Policies and Procedures

---

- Development of a plan to review and implement student assessment and collaborate with faculty/staff.
- Develop, review, and revise, as needed a uniform rubric to be used to evaluate student portfolios.
- Evaluate artifacts students develop for their portfolios.

### **Personnel Policies: Teacher Education**

The Teacher Education unit will adhere to the UTTC Policies and Procedures Handbook as presented and will refer to the handbook when making decisions about personnel policies or procedures. The UTTC Faculty Handbook will be adhered to regarding policies specific to faculty.

### **Performance Evaluations**

1. The Chair is responsible for the process of performance evaluation of faculty.
2. Evidence of performance: course evaluations by students, classroom observations, and student interviews.
3. The Chair will observe classroom teaching of probationary faculty member.
4. The Chair and the Director of Human Resources will meet individually with probationary faculty members whose performance is being evaluated following the observation and gathering of evidence of performance.

### **Conflict Resolution**

Teacher Education faculty who have conflicts should meet together to resolve their personal and/or professional differences. If a conflict persists, and the conflict interrupts work responsibilities for either party, mediation should occur between the faculty/staff and the UTTC Director of Human Resources. A written plan of action by the parties and approved by the Director of Human Resources should result from this meeting. If this cannot occur, mediation between the faculty/staff and President of UTTC will occur. A written plan of action by the parties and approved by the President should result from this meeting. The President of UTTC ultimately makes the final decision.

### **Renewal & Non-Renewal of Faculty**

Multiple sources of evidence used in the renewal process include: an updated professional vita, annual observations of teaching by the Chair, development of course materials and course assessments, evaluations of teaching and supervision by students and cooperating teachers (if applicable), and evidence of student outcomes. The Chair may request supplementary information to clarify evidence presented and or to reconcile discrepancies.

*Development of course materials and assessment* includes: course syllabi, assessment materials, and examples of student outcomes.

## 2.1 Unit Policies and Procedures

---

### *Student course evaluations:*

- a. Will be conducted in accordance with UTTC policies/procedures.
- b. The UTTC approved course evaluation form will be used.
- c. Student course evaluations will be conducted for each course each term for probationary faculty members.

In the event of a non-renewal recommendation, the process specified in the UTTC Policies and Procedures Handbook shall be followed.

## **PROGRAM POLICIES AND PROCEDURES**

### ***TEACHER EDUCATION INSTRUCTIONAL POLICIES***

#### **ATTENDANCE POLICY**

Class attendance is considered essential to the educational process. The programs that comprise the Teacher Education unit subscribe to the philosophy that academic success is directly proportional to class attendance. It is important that students regularly and punctually attend all class sessions. Attendance will be recorded from the first day the class meets through the final exam.

Recognizing that situations may arise to prevent a student from attending a class, the Teacher Education faculty will accommodate occasional absences but recommend that students who attend less than 80% of the scheduled class meetings submit a withdrawal request to the UTTC Registrar's Office according to the Withdrawal Procedures described in the College Catalog and Student Handbook. Instructors may advise any student with excessive absences to withdraw from the course involved to protect the academic standing of the student.

It is the student's responsibility to monitor absences and to comply with the instructor's syllabus concerning make up work. Failure to complete make up assignments or to withdraw when it is clear that the student cannot achieve an acceptable grade in the class may result in a low grade, including possibly an "F" based on grade performance in the course.

#### **STUDENTS WITH DISABILITIES**

United Tribes Technical College, in compliance with the *Americans with Disabilities Act of 2008*, will make every reasonable accommodation for students with special learning needs, including hearing impaired and visually impaired students and students with diagnosed learning disabilities, as well as other classifications of disabilities specified in the *Act*. Students wishing assistance under the provisions of the *Americans with Disabilities Act of 2008* should contact the Chair of Teacher Education for more information.

## 2.1 Unit Policies and Procedures

---

### **SEXUAL HARRASMENT AND DISCRIMINATION POLICY**

United Tribes Technical College is committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability as prohibited by Title IX of the Education Amendments of 1972 and of Title VII (Section 703) of the Civil Rights Act of 1964. Any person who believes herself or himself to be subjected to such sexual harassment, intimidation, and/or exploitation should immediately bring the matter to the attention of any academic or administrative officer, Vice President, director, supervisor, or advisor, who will then forward the complaint to the UTTC President's Office to coordinate the investigation of such complaints.

### **APPEALS PROCESS**

If a student disagrees with the assignment of an unexcused absence, a tardy or denial of permission to make up missed work, an appeal may be made to the Chair or the Vice President of Academic, Career and Technical Education or his designee. The appeal must be submitted in writing within one week of the incident.

### **ASSIGNMENTS**

Students are expected to spend **two-three hours** outside of class reading and/or studying the material or working problems for every hour spent in class. Students are required to read the chapters listed on the assignment outline. Lectures and class discussion will follow and supplement the text. Students should read the assignments before class, take notes during class, and follow up by reviewing and/or working related problems immediately after class. Many classes meet every other day and some students make the mistake of thinking that they should study for that class every other day.

Best results are realized when students prepare for each class every day.

### **ACADEMIC PREPARATION**

A student's success in this course depends, to some extent, on his/her previous academic preparation.

### **ACADEMIC MISCONDUCT**

Academic misconduct such as cheating and plagiarism is not permitted. Suspected cases of academic misconduct or dishonesty will be reported to the appropriate Chair and may result in the student receiving a failing grade for the course.

## 2.1 Unit Policies and Procedures

---

### COMMUNICATION DEVICES

All communication devices that make noise (i.e. pagers, cell phones, etc.) must be turned off during class. Any disturbance caused by such devices can result in the student being dismissed from class.

### AUDIO AND VIDEO TAPING

With permission of the instructor, students may record portions of the class lectures or discussions. Additionally, this class may be videotaped at any time by the instructor or other representatives of the College.

### TO OBTAIN GRADES

In accordance with UTTC policy, grades will not be posted.

Grades also will **NOT** be given out in person or over the phone. Students may obtain their grades by logging onto the my.uttc.edu site at [www.uttc.edu](http://www.uttc.edu).

### DOWNLOADING MUSIC

Downloading music through the college computer network system is not allowed. Students who are found to be illegally downloading music will be subject to federal and state laws pertaining to such acts.

Additionally, UTTC “Policies on Computer Use and Internet Access” published in the *College Catalog and Student Handbook* states the following: Any use of College technology resources for illegal, inappropriate, or obscene purposes, or in support of such activities is prohibited. Respect for intellectual property or copyright, ownership of data, security, measures, and personal rights and privacy must always be demonstrated.

### ACADEMIC HONESTY POLICY

All students are expected to conform to the United Tribes Technical College (UTTC) Academic Honesty Policy. This policy requires that students act with integrity in the performance of their academic work. Any student who fails to comply with this policy may be charged with a violation of the Academic Honesty Policy. Academic dishonesty includes, but is not limited to each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

1. Cheating—using or attempting to use unauthorized materials, information, study aids, or computer related information or unauthorized copying or collaboration in the preparation of any assignments or in the taking of any tests or examinations; looking on another

## 2.1 Unit Policies and Procedures

---

student's paper during a test or examination or communicating in any way with anyone other than the test administrator.

2. Plagiarism—representing the words, data, works, ideas, computer program or output of someone else as one's own. The student should be aware that an electronic means maybe used to discover plagiarism and cheating.
3. Misrepresentation—falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.

### Procedure

Academic misconduct cases shall be resolved by the Chair and the faculty member of the class in which the alleged action took place.

1. A course instructor who has reasonable cause to believe a student has engaged in an act of academic misconduct shall report the matter to the Chair.
2. The Chair will discuss the circumstances involved with the faculty member and review any pertinent materials in order to determine if a reasonable basis exists for believing that academic misconduct may have occurred.
3. If the Chair concludes that there is a reasonable basis for believing that academic misconduct may have been committed, a conference will be arranged with the faculty member and student. The student will be informed at the start of the conference that an issue of possible academic misconduct exists and will be given a copy of the Academic Honesty Policy.
  - a) The student is not required to make any statement at all regarding the matter under investigation.
  - b) The student may make a voluntary statement if he or she chooses.
  - c) The student has a right to present any evidence, supporting witnesses, and other information to support his or her case.
  - d) The student has a right to be advised and represented by anyone of his or her choice. However, the representative will not be able to be present or actively participate in the proceedings. In the case of a student with a disability, such as a hearing or speech impairment, the Chair will determine the appropriateness of allowing a representative to speak on behalf of the student.
  - e) The student is entitled to a recess in the conference for one week in order to take advantage of the rights listed in items c) and d).
4. At the conference, the student will be informed of the next step in the process.
  - a) The matter will be dismissed if evidence is presented to conclude that there is not convincing proof that the student engaged in an act of academic misconduct.
  - b) The matter will be concluded at the conference level and a penalty imposed if the student makes a voluntary written admission that he or she engaged in an act of academic misconduct. The student will be given written notice of the penalty.
  - c) The matter will be forwarded to the UTTC Vice President of Academic, Career & Technical Education within one week from the date the conference is concluded if the matter is not concluded at the conference level. The student will be allowed to make a statement and to present evidence, witnesses, and

## 2.1 Unit Policies and Procedures

---

other relevant materials; the student may be accompanied and advised or represented by anyone the student chooses. Notice of the decision will include a statement of the academic misconduct charges and will be sent to the student.

- d) Within 15 days of the date of mailing of the decision, the student may appeal the decision to the office of the President.

### **Penalty for Violating the Academic Honesty Policy**

A student found to have violated the Academic Honesty Policy may receive a grade of “F” for the course, overriding a student withdrawal from the course. Other disciplinary sanctions include:

1. A verbal or written warning;
2. Disciplinary admonition and warning;
3. Disciplinary probation with or without the loss of privileges for a definite period of time;
4. Suspension from the Teacher Education program(s) for a definite period of time; or
5. Suspension of the privilege to attend UTTC for a definite period of time.

### ***PROGRAM REVIEW PROCEDURE for ACADEMIC PROGRESS***

#### **Stage One:**

A teacher candidate is brought to the attention of the Teacher Education advisor if s/he has:

1. Received a D or lower in coursework specific to the Teacher Education program of study;
2. Achieved an overall grade point average of less than 2.50 in coursework during any one semester; and/or
3. Shown inadequate performance on a field experience as determined by the field experience site supervisor.

#### **Stage Two:**

At this stage, the teacher candidate will receive written notice from the Teacher Education personnel stating the following:

1. A meeting with a Teacher Education advisor is required. The purpose of the meeting will be identified in the written notice.
2. The review period will last one semester and directly follow the semester in which the below-average grades were received.

## 2.1 Unit Policies and Procedures

---

- a. If a D or lower in coursework specific to the Teacher Education program of study has been received, the candidate must re-take the coursework and earn an acceptable grade in order to be removed from review status.
  - b. If the candidate receives an overall grade point average of less than 2.50 in coursework relative to the overall degree during any one semester, he/she must acquire a minimum of higher than a grade point average of 2.50 in such coursework during the review semester.
  - c. To be removed from review for inadequate performance on a field experience, the candidate must demonstrate adequate performance on a second field experience as determined by the field experience site supervisor.
3. If the candidate is unable to remove himself/herself from review after the following semester, he/she will be removed from the program. Candidates falling into Stage One of the review procedure a second consecutive semester will automatically be discontinued in the program. The Vice President of Career and Academic Programs will receive written notification of this decision.

### **Stage Three:**

Candidates desiring to petition for an additional (second) semester of review may do so upon receipt of the second notice and prior to the beginning of the next semester. The candidate may select an advocate (another faculty member or counselor) to attend the petition review meeting. If the petition is granted, an additional semester will be added to the review process.

**Note:** This procedure will take effect at the beginning of a candidate's formal acceptance into the Teacher Education program. Transfer students will not be exempt from this review procedure.

### ***UNIFORM SYLLABUS POLICY***

A syllabus is a statement of intent by the course instructor that should clearly explain what a student must do and when they must do it to successfully complete the course and get a grade. A syllabus is intended to protect students from arbitrary or untimely changes in course requirements and due dates. A syllabus must also provide information about departmental and institutional policies governing conduct of the course.

The UTTC Teacher Education unit recommends the following Uniform Syllabus Policy:

- A. At the official beginning of the course, a syllabus will be made available electronically and/or on paper. The syllabus will contain policies that affect the instructor and students in the course, as well as essential information specific to conduct of the course.
- B. The Teacher Education unit will adopt a set of syllabus guidelines for its courses consistent with the nature of the courses offered by that department and containing any policies applicable to courses offered by that department.

## 2.1 Unit Policies and Procedures

---

- C. The Teacher Education unit will maintain an electronic file of current syllabi for all classes. Each syllabus will be placed in the file within two weeks of the first class meeting. The file will be kept for two years.
- D. The office of the Teacher Education Chair will be responsible for disseminating current recommended syllabus guidelines approved by the Teacher Education Advisory Council to all faculty/instructors prior to each semester.

### Syllabus Guidelines

Every course syllabus should contain information about the following:

- A. **Class Information:** Class information consists of a description of a class and other essential information. The following information is required for all classes:
  - a. Course title and number;
  - b. Class meeting times and location(s);
  - c. Instructors' names;
  - d. Instructors' e-mail addresses and/or phone numbers;
  - e. Course description consistent with the catalog description;
  - f. Course objectives and/or competencies aligned with ND ESPB standards;
  - g. Assignments aligned with objectives for assessment purposes;
  - h. Required and recommended readings, with full citations;
  - i. Grading policies, including the weight given to each graded component; and
  - j. A chronology of topics, including approximate due dates and exam dates, including the final examination date and time.
- B. The following information is required for classes where it is applicable:
  - a. Source of each supplemental reading, if not in the textbook;
  - b. Special out-of-class requirements (computers, software, field trips, etc.);
  - c. Attendance requirements;
  - d. Assignment policies (late penalties, scope, size, etc.);
  - e. Prerequisites; and
  - f. Make-up and incomplete policies (see below).
- C. **Departmental Policies:** Each syllabus should contain the following kinds of policies unique to the culture and practice of the department:
  - a. Courses for which final examinations are not mandatory; and
  - b. Any other standing policies that can affect the conduct of a course (attendance, incompletes, cell phone usage, fees, etc.).

The office of the Teacher Education Chair will provide their faculty a sample syllabus or a template syllabus to ensure that information crucial to the conduct of classes they offer is consistent. Faculty and instructors will be provided all syllabus guidelines prior to each semester.

## 2.1 Unit Policies and Procedures

---

**D. Institutional Policies:** Each syllabus will include information regarding institutional policies. (Please refer to the sample syllabus provided with these policies included.)

Examples of these policies are as follows:

- a. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.
- b. *Native American ceremonial observances.* Accommodations for absences due to tribal ceremonial observance should be noted.
- c. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.
- d. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
- e. *Discriminatory conduct (such as sexual harassment).* Discriminatory conduct will not be tolerated by United Tribes Technical College. It threatens the careers, educational experience, and well-being of students, faculty, and staff.
- f. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the Teacher Education programs.
- g. *Complaint procedures.* Students may direct complaints to the head of the academic department in which the complaint occurs. If the complaint allegedly violates a specific institutional policy, it may be directed to the head of the department or the Vice President in which the complaint occurred or to the appropriate institutional office responsible for enforcing the policy.
- h. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the institution. These procedures are available in writing from the UTTC Office of the Registrar.
- i. *Cancellation of classes.* Anticipated absence from class must be accounted for by colleague coverage or some other suitable accommodation.
- j. *Other.* The final exam requirement, the final exam date requirement, etc.

### **Grading/Assessment Information:**

In order to minimize confusion as to instructor expectations of the candidates for each major assignment, a rubric or other form of detailed evaluation tool will be included in the course syllabus. Making this information available to the candidates *before* they complete the assignments is crucial to aligning the course expectations with the completed assignments as well as student success. Each course shall have a minimum of three evaluation tools (i.e. rubrics) for the major assignments included in each syllabus.

For more detailed information regarding the assessment information on the syllabus, please refer to the syllabus template in the appendix of this document.

Any variations from this criterion must be justified on the syllabus.

## 2.1 Unit Policies and Procedures

---

*Appendix*

### 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.>

Candidates 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

## 2.1 Unit Policies and Procedures

### STANDARDS & OUTCOMES

#### Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

##### North Dakota ESPB Teacher Standards Related to Course Objectives

- 50015.1 Development, Learning, and Motivation
- 50015.2 Curriculum
  - 2i. Connections Across the Curriculum
- 50015.3 Instruction
  - 3c. Development of Critical Thinking, Problem Solving and Performance Skills
- 50015.4 Assessment

##### Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2013)

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.1 Development, Learning, and Motivation	Written Reflection: Formative and Summative Assessment	Completed Assessment Reflection Paper
Program Outcome 5 (Outcomes are defined in Conceptual Framework section of this syllabus.)	Designing an Assessment Blueprint (plan) to support a unit	Assessment Blueprint

#### United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

**Relatedness** is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

**Relevance** is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

## 2.1 Unit Policies and Procedures

---

**Respect** is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

**Responsibility** is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

### 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 in the Classroom**

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom 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 classroom topics. Faculty are expected to maintain professional management of classroom 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. 1465.

#### **Programmatic Procedures**

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This

## 2.1 Unit Policies and Procedures

---

means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

### **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.

### **Background Checks**

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

### **Extra-curricular Activities**

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

### **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)**

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
		<b>Failing</b>	<b>Below 60%</b>

## 2.1 Unit Policies and Procedures

---

### Description of Assignments and Rubrics

#### Class Schedule

Week	Date	Topic	Readings /Assignment	Field Experience (If Applicable)	Assignments Due
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

## 2.1 Unit Policies and Procedures

---

### SYLLABUS SIGNATURE PAGE

**Course Title:**

**Course Number:**

**Credit Hours:**

**Instructor:**

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date