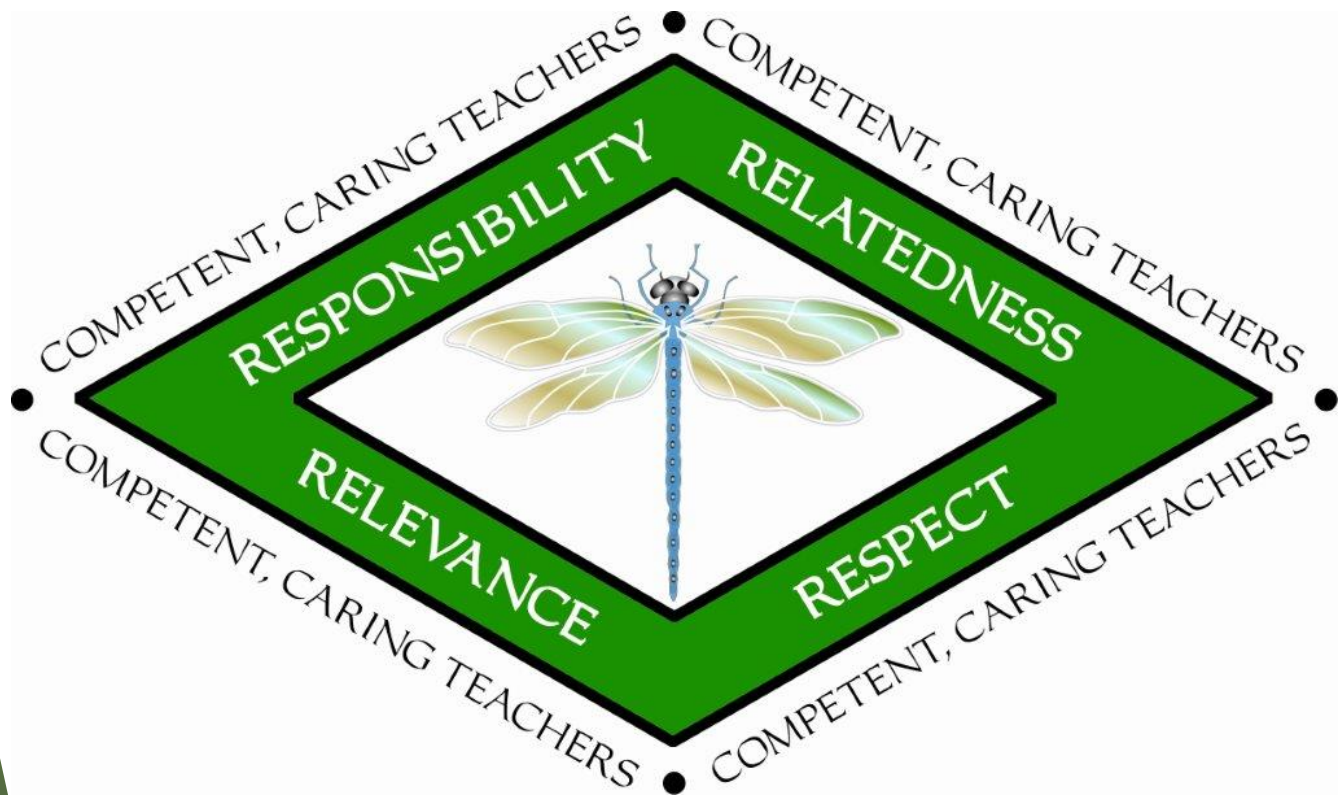


UNITED TRIBES TECHNICAL COLLEGE

Teacher Education



ADJUNCT FACULTY HANDBOOK

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*Preparing Competent,
Caring Teachers*

UNITED TRIBES TECHNICAL COLLEGE
TEACHER EDUCATION
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WELCOME

Welcome to Teacher Education at United Tribes Technical College (UTTC). We are pleased to have you join us as you share your expertise with our students. Adjunct faculty perform an essential role in the courses and programs offered through UTTC.

This handbook provides information regarding policies, procedures and responsibilities for adjunct faculty, as well as available college resources and services. Adjunct faculty are expected to read and follow all policies and procedures as outlined in this handbook. We are happy to clarify any information and answer other questions as they may arise.

We hope your experience with Teacher Education and UTTC is positive. We appreciate your contribution to shaping future educators!

UTTC Teacher Education Mission Statement

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 unit 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.

GETTING ORGANIZED

OFFICE SPACE

On-campus temporary office space is coordinated through the Teacher Education department and may be provided at the discretion of and/or availability within the department. .

CAMPUS MAP

A map of the United Tribes Technical College campus is available and will be provided to you.

BUILDING ACCESS/KEYS

If it is determined that the adjunct faculty requires keys, they will be provided. If a key isn't necessary, the Department faculty or building maintenance person will make sure the classroom is open prior to class beginning.

Lost keys are a serious security issue that could result in changing locks throughout the building. Charges resulting from lost keys are billed to the responsible party.

PARKING

The Education Building has parking available on the streets both in front and behind the building. There is additional parking on the east side of the building. The Skills Center and Jack Barden Center have parking lots. Signs are posted for No Parking areas.

Please note there are signs in all of the parking areas for handicapped parking. Unless you have a handicap parking permit, parking in these areas is prohibited. UTTC Security will ticket parking violators.

Faculty do not have designated parking places.

SAFETY & SECURITY/EMERGENCIES

If any on-campus emergency occurs, contact the UTTC Security Office at (701) 255-3285, ext. 1201. During the evening hours, escort service can be provided for you and your students by calling this number as well. If the emergency is life-threatening, call 911.

For off-campus courses and/or events, instructors are responsible to determine how to report any accidents to the agency upon whose premises they are teaching. In addition,

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instructors must report all accidents or security incidents to the Security office immediately. The office is open 24 hours a day.

IDENTIFICATION CARDS

UTTC photo ID cards may be obtained from the Security Office on campus. Please contact the Security office at ext. 1201 to schedule a time to take your photo and obtain your ID. The identification card is valid for the duration of the adjunct faculty contract.

With a UTTC identification card, adjunct faculty will be allowed to enter the campus during the annual powwow in September.

DIRECTORY

For telephone extension numbers and email addresses of UTTC employees, including all staff and faculty, please visit with Teacher Education department faculty. You will be provided with this information.

TIME SCHEDULE

Adjunct faculty are expected to be in their classrooms a minimum of 10 minutes before class begins.

PHONE/VOICE MAIL

On-campus numbers may be reached by dialing the four digit extension number. Long distance calls require an authorization code and pre-approval through the Teacher Education Department Chair. The adjunct faculty will be asked to confirm the nature of the long distance and the call will be logged. Personal long distance calls are not allowed.

FAX

FAX services are available for course-related or other academic purposes. The Teacher Education department faculty will familiarize adjunct faculty with the fax machine and its use policies for the particular academic unit.

COPY MACHINE CODES

The Teacher Education department faculty will assist adjunct faculty with the copy machine and will provide the access code that is needed to copy.

IMPORTANT: Copyrighted materials require permission for reproduction.

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COURSE HANDOUTS

The course syllabi, tests and quizzes can be copied on the copy machine located in the Teacher Education department. The Teacher Education Department Chair will assist you with this if needed.

Any other teaching aids such as study guides, handbooks, workbooks, manuals, lecture notes, extended biographies, etc. can be copied, as well. If the number of copies needed is excessive as determined by the Department Chair, she will make arrangements to have Arrow Graphics make the copies.

SALARY PAYMENTS

Adjunct faculty have the option of receiving compensation in two parts – half at mid-term and half at semester end – or a lump sum at the end of the semester. Unless instructors arrange differently, checks will be mailed to the address on the W-4 or W-9 form.

Payments to adjunct faculty will not be processed until the following are received in the UTTC Human Resources Office:

- W-4 (or W-9)
- Immigration and Naturalization Service (INS) Form I-9, Employment Eligibility Verification
- A signed contract
- Course grades submitted to Registrar's Office

Instructional Responsibilities & Services

FIRST DAY OF CLASS

1. Get to class early and chat with students as you set up and as they enter the classroom.
2. Identify the class name and number so those not in your class can leave before you begin.
3. According to Joyce Powlacs, research shows that students typically decide what kind of teacher you are and what kind of experience they will have being in your class in the first 15 minutes. Research also shows that the instructors who make the most lasting impressions on students are those who possess and generate enthusiasm, states *McKeachie in Teaching Tips: A Guidebook for the Beginning College Teacher*, 8th edition.
 - a. So be prepared. Carefully structure how you will begin class. Provide the information about you and your course the students need.
 - b. Let the excitement you feel for your field flow to your students. Model

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enthusiasm. Use a little humor appropriately.

4. When you take attendance, ask a few questions of students as you go or ask them to share why they are taking the course. This will help them become individuals in your eyes. You, too, can become a person in their eyes without losing any "status." Your personal disclosure will increase your credibility and contribute to a better learning environment by the modeling of openness that is occurring. Let them ask you questions about yourself. This can be an eye-opening experience for you.
5. Stress your availability to students.
 - a. If you want students to feel comfortable calling you on the telephone, sincerely state this.
 - b. Give your office hours and telephone numbers at which you are comfortable being reached by students. If there are limits on when you will accept calls, state them clearly. If you will not accept calls off-campus, state this.
 - c. If there are other occasions when you plan to make yourself available to students, tell them.
6. Directly state your goals for the course and your expectations of the students. Describe what skills a student will need to do well in your course. Give an overview of the entire course that is student-centered (i.e., "When you have completed this course you will be able to...") Write your syllabus so the students can understand what your course is about, not to impress your colleagues with jargon.
7. Establish procedures beginning with the first day of class.
 - a. Write major topics to be covered on the board, overhead or on a handout.
 - b. Always give an overview of the class that includes "what" (material to be covered), "why" (its relevance to the course), "where" (this material's importance and placement in the "big picture"), "how" (the methods, exercises and assignments to be employed).
 - c. Consistently introduce, cover and wrap-up each new segment of material.
 - d. Always conclude with a summary of the day's events.
8. **THIS IS IMPERATIVE:** Learn students' names as quickly as possible.
9. Ask students what they want to, need to, and expect to learn in this class. This

can be accompanied via discussion, paper and pencil, take home assignment, etc. Be certain to take time to address their anxieties.

10. Remain after class for a few minutes to personally address any questions the students may have. Talk to students personally. Ask them if your presentation was clear, helpful and met their needs. Let them know you respect their opinions. You will be amazed at what they say and how this can guide your instruction.

DELIVERING THE CONTENT

- * Know your subject and know it well.
- * Know your audience, their interests and experiences.
- * Create energy, move around, vary vocal inflections, be animated, and show enthusiasm.
- * Incorporate videos, music or other media to give variety.
- * Use short-term case studies for reactions and discussions.
- * Break the lecture into meaningful units of approximately 10 minutes and summarize after each segment.
- * Include an application exercise; don't rely on lecture alone.
- * Establish a collection of cartoons and use them to make a point.
- * On Mondays, discuss weekend activities that relate to class.
- * Incorporate current events; keep your material up-to-date.
- * Include humorous stories and anecdotes to give the topic life.
- * Apply information to real-life situations whenever possible.
- * Use a bit of drama.
- * Deliver a lecture from someone else's perspective, maybe even dress in character.
- * From time to time videotape yourself as you lecture and see yourself as others see you.

CLASS SYLLABI

A course syllabus must be created for all credit offerings and distributed to each student. The purpose of the syllabus is to provide clear communication about the goals and direction of the course and to formalize communication between the instructor and the students concerning academic and logistical expectations. Information regarding grading criteria, attendance requirements, course objectives or assignments must be carefully outlined in the syllabus to minimize the possibility of confusion or dispute. This essential component to the academic experience, if clearly and carefully written, will enable the Teacher Education chair to support the adjunct faculty if a concern or dispute arises from the participants.

A Course Syllabus Production Checklist

COURSE DETAILS:

- * Course name and number
- * When and where the class meets
- * Instructor's name
- * Instructor's office location, phone and e-mail address
- * Instructor's office hours

COURSE OBJECTIVES:

- * Course overview
- * Overall course objectives and outline
- * Teacher Education standards

The expectation is that departmental goals as well as institution goals are evident in individual syllabi.

COURSE REQUIREMENTS:

- * Course prerequisites and co-requisites
- * Textbooks and other materials required
- * A detailed description of how the course will be graded (how many quizzes, tests, papers; weighting of each; amount of homework, etc.)
- * Preliminary information on research papers or projects, if any

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- * Information concerning course/laboratory/discussion coordination
- * Policy statements on such things as attendance, make-up exams, scholastic dishonesty, etc.
- * A list of all critical dates for administration of class including:
 - a. last day to drop the course
 - b. last day to drop with a given grade
 - c. exam dates, including final exam date
 - d. any other major due dates (projects, papers, special speakers, etc.)
- * Assignments of problems and reading as far ahead as possible.
- * Location of bibliographic data on any reading on reserve in the library.

OTHER INFORMATION:

- * Recommended readings
- * Hints on taking notes, exams, etc.
- * Information about tutoring, course files, etc.
- * Extra credit assignments (if applicable)

Sample Syllabus

The Uniform Syllabus Policy will be provided to all adjunct faculty prior to the development of the course syllabus. Included in the policy is a sample syllabus to use as a guideline. The calendar dates of important dates and deadlines are updated each semester and provided to all faculty.

PROCEDURES FOR INSTRUCTOR EVALUATION

An important tool used to evaluate the quality and effectiveness of all courses and events is the feedback we receive from course evaluations. Unless otherwise prearranged, instructors are required to distribute, collect and return course evaluation forms provided by the Teacher Education unit. In order to obtain objective responses, one student should be appointed to collect and return the completed forms in a sealed envelope provided.

Areas of concern that arise from course evaluations or other means of report will be discussed with the adjunct faculty member, and if necessary, appropriate actions taken.

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ATTENDANCE & GRADE REPORTING

Adjunct faculty are expected to report the academic progress of every student in his or her class on a weekly basis. Student attendance is documented daily and also reported on a weekly basis. This information is due to the Teacher Education department chair by noon on the Monday immediately following the week.

If an adjunct faculty is teaching more than one course, he or she may be given access to the Jenzabar Learner Management System and have the capabilities of entering his or her own grades and attendance.

The Teacher Education chair will enter grades and attendance for adjunct faculty teaching one course per semester.

TEXTBOOK ORDERS

Adjunct faculty are responsible for working with the Teacher Education department and UTTC Bookstore to order textbooks for courses, as appropriate to the course content. Textbooks must be approved by the Teacher Education chair prior to their adoption. Deadlines for textbook orders are determined by the Bookstore according to the semester schedule.

Adjunct faculty will be provided with the textbook order forms and the deadline for submitting the forms each semester.

EXAM COPIES

Publishers will provide a desk copy of the textbook used in the classroom at no cost if the textbook has been adopted. Many companies require a request on an institution letterhead. Others have the request available on their websites. If you need assistance ordering the exam copy, the Teacher Education chair will assist you.

LIBRARY/ MATERIALS ON RESERVE/ VIDEO RESERVE

Adjunct faculty may access library services. All faculty are encouraged to have library cards in order to access supplemental materials.

Assigned class reading materials may be placed on reserve in the library. The purpose of the reserve collection is to provide access to readings in high demand. Items placed on reserve should be limited to required reading only, with some exceptions.

For further assistance, please consult with the UTTC Librarian, at ext. 1282.

DISABILITIES SUPPORT SERVICES

UTTC Disabilities Support Services offers class-strategy consultations, learning and reading consultations, writing tutors and other services for all students, and with special concern for students with disabilities who need special attention. For more information, please call ext. 1465.

AUDIO VISUAL EQUIPMENT

Each one of the Teacher Education classrooms is equipped with a Smart Board or Active Board that include a DVD player and speakers. Document cameras, overhead projectors, Flip video cameras, digital still cameras, CD players, LCD projectors and laptop computers are also available for use. These items are for classroom use only and cannot be taken out of the classroom.

COMPUTER RESOURCES

The computer lab in the lower level of the Education Building is accessible to adjunct faculty.

INFORMATION TECHNOLOGY SERVICES

Information Technology (IT) is located in the Skills Center on campus. If you need help working with the audio, video, multi-media and/or the Internet, IT is ready to assist you. The IT department also has a help desk that can be reached at ext. 1440 from 8 AM – 5 PM Monday through Friday.

CAMPUS DINING SERVICES

Lunch is available at the UTTC Cafeteria for a minimal charge of \$4.00 cash. Hours of service for faculty are 11:30 AM – 1 PM daily.

Policies

COPYRIGHT LAWS

United Tribes Technical College urges all adjunct faculty to adhere to these copyright requirements.

The following are the four basic factors as established in Section 107 of the Copyright Act of 1976:

1. The purpose and character of the use, including whether such is of a commercial nature or is for non-profit educational purposes.
2. The nature of the copyrighted work.

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3. The amount and sustainability of the portion of the work used in relation to the copyrighted work as a whole.
4. The effort of the use in question on the potential market value for or value of the copyrighted work.

Guidelines for Printed Materials:

The following are prohibitions for unauthorized copying:

1. Unauthorized copying may not be used to create, replace or substitute for anthologies, compilations or collective works, whether or not such unauthorized copies are collected and bound together or are provided separately.
2. Unauthorized copies may not be made of "consumable" works, including workbooks, exercises, standardized tests, test booklets, answer sheets and the like.
3. Unauthorized copying may not substitute for the purchase of books, publisher's reprints or periodicals.
4. Higher authority, such as dean or head of a department may not direct unauthorized copying.
5. The same teacher cannot copy the same item without permission from term to term.
6. No charge shall be made to the student beyond the actual cost of the photocopying.

All of the following criteria must be met for "fair use" permission to apply:

1. When an individual teacher is "inspired" to use work, and the inspiration and decision to use it and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission, AND
2. If the following limitations with regard to the amount of copying of a work are applied:
 - a. Complete article, story or essay -- less than 2,500 words.
 - b. Excerpted prose -- the shorter of less than 1,000 words or 10 percent
 - c. Chart, graph, etc.-- One (1) illustration.
 - d. Poetry -- less than 250 words on two (2) pages or less, AND
3. The copying is for only one course and term, AND
4. No more than one article, story, essay or poem OR two excerpts from works by the same author may be copied. No more than three works or excerpts may be copied from the same collective work or periodical volume during one class term

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and no more than nine such instances of multiple copying may occur for one course during one class term. (Item 4 guidelines do not apply to current news periodicals, newspapers and current news periodicals, newspapers and current news sections of other periodicals). AND,

5. The original copyright notice should appear on all copies of the work.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

United Tribes Technical College is committed to protecting the right of privacy of all individuals about whom it holds information. Adjunct faculty represent the College and have responsibilities regarding access to personal information. Certain information is considered "private" and cannot be disclosed without the written permission of the student. This information includes grades and student schedules. Access to educational records is restricted to:

The student concerned
Parents of a dependent student (defined by the IRS)
Other individuals with the student's written consent
University officials who have legitimate educational interest in the records
Officials of another school where the student seeks to enroll
Certain authorized government representatives
Organizations conducting studies on behalf of the College
Accrediting organizations, to carry out accrediting functions
A court of competent legal jurisdiction

United Tribes Technical College considers the following items to be directory information and can be disclosed without the written permission of students (except students who have requested confidential status).

Student name	Class standing
Address	Full-time or part time status
Phone number	Major/minor
E-mail address	Dates of attendance
Photograph	Degree(s), awards, honors
Date and place of birth	Date degree(s) conferred
Church denomination	Previous institutions attended
Activities and sports	High School attended

POLICY OF NONDISCRIMINATION

It is the policy of United Tribes Technical College not to discriminate on the basis of race, color, national origin, sex, age or disability in admissions and access to, or treatment or employment in its programs or activities; as required by section 504 of the Rehabilitation Act of 1973, as amended; the American's with Disabilities Act as amended (to the extent applicable to the College): Title IX of the Educational Amendments of 1972, as amended Title VI of the Civil Rights Act of 1964, as amended; and the Age Discrimination Act, as amended and their implementing regulations.

SEXUAL HARASSMENT

United Tribes Technical College is committed to maintaining an environment free of sexual harassment. Members of our community have the right to work, study and communicate with one another in an atmosphere free from unsolicited and unwelcome communication of a sexual nature. The sexual harassment policy and procedures are intended to provide fair and equitable treatment for both the complainant and the alleged harasser.

Sexual harassment is in violation of Title VII of the Civil Rights Act of 1964, as well as of College policy. The College will not permit such harassment, and will promptly and aggressively pursue the resolution of any complaint that such conduct has occurred.

Sexual harassment is defined as any unwelcome sexual conduct (verbal or physical) or statements, which create an environment encouraging such conduct. Examples of sexual harassment are:

- A. Making acceptance of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature a condition (expressed or implied) of the employees continued employment or the student's matriculation.
- B. Making submission to, or rejection of, such conduct the basis for employment decisions affecting the employee or for academic employment or financial decisions affecting the student.
- C. Stating or implying that a particular employee's advances in employment, or a particular students' grades, academic awards, financial aid, scholarships, or other assistance, evaluations or recognition received from the University have resulted from the granting of sexual favors or the establishment or continuance of a sexual relationship.
- D. Stating or implying that a particular employee's or students performance is attributed in whole or in part to the gender of the person.
- E. Commenting on particular characteristics associated with a particular sex (e.g., an employee's legs or physique).

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- F. Creating an intimidating, hostile or offensive working, academic or living environment by such conduct or comments.

SUMMARY

The adjunct faculty for UTTC Teacher Education play a valuable role in the success of our students' educational experience. This handbook is by no means inclusive; if you have any questions at any time, please do not hesitate to ask.

We appreciate your time and dedication in sharing your expertise with our program. It is our belief that our program is stronger because of our adjunct faculty. They allow us to bring in "experts" in the field, most often practicing teachers, who can impart that knowledge and current, practical information to our teacher candidates.