CIEP STAFF HANDBOOK

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UNI Culture & Intensive English Program

OFFICE OF INTERNATIONAL PROGRAMS
The CIEP is part of the Office of International Programs at the University of Northern Iowa. Other branches of the OIP include the International Students & Scholars Office and the Study Abroad Center.

The Office of International Program’s mission is to:
• Develop and administer international study and exchange programs
• Provide leadership for initiating programs and responding to opportunities that enhance the objectives of internationalization throughout the university
• Coordinate programs that bring students from diverse backgrounds into contact with each other utilizing cultural differences as an education resource
• Provide opportunities for faculty to further develop international collaboration through research and teaching; serve as the principal liaison for international outreach activities to local, state, and regional organizations.

Visit http://www.uni.edu/internationalprograms/ for more information.
OUR MISSION
The overall mission of the Culture and Intensive English Program (CIEP) is to provide International Students with quality intensive academic English language instruction and a cultural orientation to the United States in preparation for study at the University of Northern Iowa or other institution of higher learning.

Through its many programs, events, and connections on and off-campus, the CIEP seeks to accomplish the following:

• Teach English for academic purposes to students already enrolled in academic programs of study or planning to enroll in academic programs at UNI or another college or university.
• Provide students with the cultural knowledge and awareness they will need to function well both academically and socially.
• Inform students about options and opportunities for academic study at UNI and encourage them to apply for admission.
• Recruit international students to the UNI campus for participating in the regular and special programs in order to develop cross-cultural and educational opportunities for both Americans and international students.
• Serve as a resource for faculty, staff and students at UNI who are interested in international education or the teaching of English as a second language.

PROGRAM DESCRIPTION
The Culture and Intensive English Program (CIEP) of the University of Northern Iowa strives to provide nonnative speakers of English with intensive English language instruction and a cultural, social and academic orientation to the United States. The CIEP is accredited by the Commission on English Language Program Accreditation (CEA).

CIEP students participate in listening/speaking, writing and reading classes at seven different levels. The CIEP sessions are 8 week sessions which begin in August, October, January, March and June. Each session provides 20 classroom hours per week of English language study. Experienced instructors teach small classes; the CIEP tries to limit its class size to 16 students.

Classroom teaching combines instructor presentations, group work and individual projects. Elective courses are offered on occasion based on need and instructor availability. Detailed information on the CIEP can be found at http://www.uni.edu/ciep/.

ACCREDITATION
The CIEP is accredited by the Commission on English Language Program Accreditation (CEA) under the authority of the U.S. Department of Education in Washington, D.C. The CEA regularly reviews and regulates standards for intensive English programs wishing to be accredited. The CEA is an officially recognized accrediting body in the United States and abroad and programs achieving accreditation status must undergo a rigorous process which includes a site visit, self-study report, and subsequent updates and reports after initial accreditation. For more information, visit the CEA website at: http://cea-accredit.org/

The CIEP is a member of the American Association of Intensive English Programs. This association is a group of 300 institutions in the United States that are either ACCET or CEA accredited or operate under a college or university that is accredited. This prestigious group strives to provide the highest quality of education to students. For more information visit the AAIEP website at: http://www.aaiep.org/

The CIEP is part of one of three regent universities in Iowa to become a member of the University and College Intensive English Programs (UCIEP). This group was founded in 1967 and works to promote excellence in intensive English programs by providing quality curriculum, instruction and administration. For more information visit the UCIEP website at: http://www.uciep.org/
OUR STUDENTS

A majority of students studying in the CIEP will transition into an academic program (at UNI) following completion of the CIEP. CIEP students can be classified as conditionally admitted, which means they applied to UNI but failed to meet the minimum English language requirements to enter UNI. This means they will be admitted to full-time academic study at UNI when they have met the requirements set by the Office of International Admissions. However, their first obligation (the condition of their admission) is to fulfill their English proficiency requirement.

CIEP students can also be directly admitted students, which means they applied only to the CIEP. These students still have the option to take academic classes at UNI after completing the CIEP, but they must apply to the University. Not all CIEP students aim to take academic classes, but a majority hope to. Finally, some CIEP students are participants in a special program. These students are only in the CIEP for a set amount of time (generally one session or less) with a specific purpose in mind, such as Business English, STEM pedagogy, etc.

A Recruiter and/or the Director handle all inquiries regarding special program. The Director is also in charge of reviewing the preliminary questionnaire and the itinerary/budget draft, creating and sending the proposal and contract, reviewing the applications, creating the house contract, hiring additional staff as needed, meeting with the participants and chaperones, and attending the post-program meeting.

The Admissions & Promotions Specialist sends the Preliminary Questionnaire, creating, sending, and processing the online application, creating necessary immigration documents, sending admission packets and pre-arrival information, and attending the post-program meeting.

The Student Services Coordinator is in charge of creating the itinerary and budget, arranging airport transportation and finalizing itinerary details, communicating with the Department of Residence, sending the itinerary and orientation information to the participants, meeting with the participants and chaperones, conducting the exit survey, and attending the post-program meeting. The Student Services Coordinator is also
responsible for scheduling and organizing the extra-curriculum activities for special programs.

In addition, the Program Coordinator assists with special programs by reviewing and completing the budget, following up invoicing and payments procedures, and attending the post-program meeting.

Finally, the Secretary assists by requesting special course numbers from the Office of the Registrar and enrolling students in SIS. For more information on CIEP special programs visit [http://www.uni.edu/ciep/special-programs](http://www.uni.edu/ciep/special-programs).

**STUDENT HEALTH INSURANCE AND MANDATORY FEES**

Every student studying at UNI must be covered by health insurance; therefore, all students are entitled to services provided by the UNI Health Center on campus. Those services include non-emergency health issues such as flu, stomach aches, inoculations, allergies, etc. However, emergency health issues such as broken bones, major wounds, seizures, etc. require treatment at a local hospital.

International students arriving to campus are automatically enrolled in the Student Health Insurance Plan (SHIP). This is a mandatory enrollment for all international students with no health insurance coverage or with coverage not approved by the university. Health insurance charges are placed on the student’s U-bills. If a student has insurance that meets the requirements of the university policy and is approved by the UNI Student Health Clinic, they may meet with the Health Center Staff to complete an International Student Health Insurance Waiver (See Appendix A-1). Waivers are granted only under very limited circumstances. For more information visit [https://www.uni.edu/health/insurance](https://www.uni.edu/health/insurance).

In addition to paying tuition and the student health fee, CIEP students are also charged UNI mandatory fees. These fees provide access to UNI activities and services, and are assessed to all students. They are not user fees and may not be waived. All students are encouraged to take advantage of the benefits these fees provide. The fees include a computer fee, health facility fee, student services fee, and the recreation fee.

Tuition and university fees are collected by the UNI Cashier or Business Operations. Under no circumstances should an instructional staff member collect fees or any money from any student enrolled in CIEP or UNI.

For more information on student fees, visit [http://uni.edu/ciep/about/fees/university_fees](http://uni.edu/ciep/about/fees/university_fees).

**STUDENT DISABILITIES**

Students with disabilities should know there are resources available on campus to help them with their academic studies. In a course syllabus staff should include a statement inviting students to discuss their academic needs. Staff should also include the Americans with Disabilities Act Statement on their course syllabi. The Office of Student Disability Services suggests the following statement:

“Please address any special needs or special accommodations with the instructor at the beginning of the semester, or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) Form from Student Disability Services (SDS) (phone 319-273-2677 for deaf or hard of hearing, use Relay 711). SDS is located on the top floor of the Student Health Center, Room 103."

Staff should be sensitive to the fact that students may be uncomfortable being approached during class to discuss their disability and/or academic accommodations; this should be done privately. Students with special needs should be discussed with the Director, Academic Support Coordinator, and the Student Services Coordinator. In order to receive accommodations, a student with a disability must contact the Office of Student Disability Services. Visit [http://www.uni.edu/sds/](http://www.uni.edu/sds/) for more information.
STUDENT COMPLAINTS, REQUESTS, AND GRIEVANCES

Occasionally, students complain or have requests about various aspects of the CIEP, including (but not limited to): instructors, placement exam results, classes, finances, other classmates, and general program policies. Ideally, when students have complaints with their instructor, they will speak to the instructor first. Instructional staff should engender an atmosphere in the classroom that makes a student feel comfortable speaking frankly with the instructor about problems.

However, if students do not feel comfortable speaking frankly with their instructor or if the complaint is not relative to the instructor, students are instructed in the CIEP Student Handbook to complete a Requests and Complaints Form (See Appendix A-2) at the Main Office. Depending on the situation the student may schedule a meeting with the Director, Program Coordinator, Academic Support Coordinator, Promotions and Admissions Specialist, or the Student Services Coordinator.

The appropriate individual may be able to solve the problem by explaining University and/or CIEP policies and academic expectations. However, if the nature of the complaint is clearly related to an individual staff member, the Director will gather first-hand information from the student(s) involved to determine the nature of the complaint and to protect the staff member from arbitrary, capricious, or frivolous complaints. If the complaint is of a serious enough nature, the Director will contact the staff member for a conference and may ask the staff member to make changes in his/her teaching and may also request class observations or digital recordings. If necessary, the Director will refer very serious complaints to the division head, the Associate Provost for International Programs and/or Office of Compliance and Equity Management. Whenever a student fills out a Complaints and Requests Form, they must make sure to turn it into the CIEP Main Office. Instructors should not collect a Complaints and Requests Form from a student. If the issue is determined to need further consideration, a formal Grievance Form (see Appendix A-3) will be completed with/by the student.

STUDENT COUNSELING

Studying in a new classroom in a new culture can be stressful for students. If students are having issues with student-student conflict, cultural adjustment, living situations, or issues related to personal well-being you can encourage them to fill out a Requests and Complaints Form in the Main Office. The Office Staff will schedule a meeting with the Student Services Coordinator or the Academic Support Coordinator. The Student
Services Coordinator assists students with well-being issues such as (but not limited to) cultural adjustment, homesickness, housing/roommate situations, and healthy relationships.

A Student Counseling Form (see Appendix A-4) is used by the Student Services Coordinator to help determine the best way to assist the student. The following signs may indicate a need to refer a student to the Counseling Center: depression, suicidal thoughts or feelings, drug/alcohol abuse, abrupt changes in behavior, inappropriate crying, outbursts of anger, low self-esteem, and debilitating anxiety.

Students also could benefit from counseling if they are having difficulty coping with a loss (e.g., death or relationship breakup), if they have experienced a traumatic incident (e.g., assault or accident), if they have experienced other significant stressors, or whenever emotional difficulties interfere with daily functioning.

**How to refer a student to counseling.** As seen in the Prevention and Response to Critical Incidents at the University of Northern Iowa brochure (Fall 2014), the following guidelines should be taken when talking with a student:

- Talk to the student in a private setting
- Listen carefully and express your concern
- Repeat back the essence of what the student says
- Avoid criticizing or sounding judgmental
- Suggest the Counseling Center as a resource
- Inform the student that counseling is confidential and free of charge
- Suggest the student call or visit the Counseling Center to arrange an initial appointment
- Offer to initiate contact with the UNI Counseling Center
- Encourage the student to learn more about the Counseling Center by visiting [www.uni.edu/counseling](http://www.uni.edu/counseling)
**Urgent or Crisis situation.** If danger is immediate, call 911 or UNI Police at 319-273-2712. If you believe there is an urgent situation with a student, call the Counseling Center at 319-273-2676 and a staff member will consult with you about what to do. In many cases, the staff member will recommend that you send or bring the student to the Counseling Center to meet with an on-duty crisis counselor. After regular office hours, call UNI Police at 273-2712 and they will contact an on-call counseling center staff member to consult with you.

**Recognizing People in Distress.** Some common indicators that students (and others) are experiencing distress include:
- **Depression:** Symptoms include sleep disturbances, poor concentration, change in appetite, loss of interest in pleasurable activities, withdrawal, poor hygiene, loss of self-esteem, suicidal thoughts and preoccupation with death.
- **Agitation:** Symptoms include being disruptive, restless or hyperactive, being antagonistic, and may include an increase in alcohol and/or drug abuse.
- **Disorientation:** Symptoms may include odd or unusual thinking and behavior, lack of awareness of what is going on around them, misperception of facts or reality, rambling or disconnected speech, and behavior that seems out of context or bizarre.
- **Drug and Alcohol Abuse:** Signs of abuse may include intoxication at inappropriate times, excessive absences or impaired performance.
- **Suicidal thoughts:** Most people who attempt suicide communicate their distress through statements like “I don’t want to be here,” “No one would miss me if I were gone,” or “I’m going to kill myself.” Non-verbal messages could include giving away valued items, and putting legal, financial and other affairs in order. Indications of suicide should be taken seriously.
- **Violence and Aggression:** This includes physically violent behavior, verbal threats, threatening messages, harassing or stalking behavior, and papers or exams that contain violent or threatening material.

**STUDENT ADVISING**
Some students may have questions about their academic studies, finances, immigration status, or general program policies. If a student has questions or complaints regarding immigration, academics, finances or general program policies they should be referred to the Main Office to fill out the Complaints and Requests Form. After they turn in the form the Main Office Staff will determine if the student needs to meet with a member of the administrative staff, such as the Academic Support Coordinator, the Program Coordinator, the Promotions and Admissions Specialist, the Director, or the Student Services Coordinator.

**Advising Roles.** The **Director** helps with general program policies and formal grievances. The **Academic Support Coordinator** advises students on academic related matters and policies. The **Program Coordinator** advises students on financial matters. The **Promotions and Admissions Specialist** helps with immigration advising. The **Student Services Coordinator** advises and counsels students with well-being issues as described in the Student Counseling section.
PROFESSIONAL & SCIENTIFIC INFORMATION

University P&S position assignments are designed to aid in the attainment of goals and objectives established in accordance with the mission of the institution. P&S staff assist in the formulation and administration of institutional policies and aid in the execution of academic, student, and administrative services as required by University operations. To view the Human Resource Services P&S Guide visit http://www.uni.edu/hrs/sites/uni.edu.hrs/files/documents/ps_guide.pdf. P&S Assignments in the CIEP can be further classified into temporary appointments and term appointments.

TEMPORARY

A temporary appointment is designated for a short, specific period of time to complete a particular project or to carry out certain duties and responsibilities. Appointments may be full- or part-time for an appointment period which shall not extend beyond one year (12 months). Up to one year of consecutive temporary service with a schedule of half time or more may be credited toward a probationary appointment period when such service immediately precedes the probationary appointment and a provision for credited service is specified in writing by the University at the time the latter appointment is made. More information on temporary appointments can be found in the P&S Guide and on the Human Resource Services P&S website at http://www.uni.edu/hrs/ps.

TERM

A term appointment is designated for a specific period of time required with a project, grant, contract, special activity offering, or in connection with a program for which a limited funding period may exist and/or renewed funding periodically may be required. Subsequent term appointments involving a like service schedule may be granted. Up to two (2) years of term service which involves a schedule of half time or more may be credited to a probationary period when such service immediately precedes the probationary appointment and a provision for credited service is, at the time of the latter appointment, specified in writing. More information on term appointments can be found in the P&S Guide and on the Human Resource Services P&S website at http://www.uni.edu/hrs/ps.
TIMECARDS, PAYROLL AND PAYMENT PROCEDURES

Staff members are required to fill out and submit a monthly timecard through the e-business suite oracle. Employees learn how to fill out timecards during orientation. More information about how to fill out timecards can be found at https://www.vpaf.uni.edu/obao/payroll/timecards.shtml. Timecard submissions ensure paychecks are deposited on time. Payday is the last University working day of the calendar month.

Paycheck. In general, the method of payment is direct deposit, which allows the employee’s net pay to be deposited into a bank account on payday. Employees may view and print a copy of pay slips by logging into Employee Self Service through MyUNIverse. The form to make changes to direct deposit bank accounts can be found at http://access.uni.edu/forms/index.shtml#D. Forms must be received in Payroll ten (10) days prior to the next payroll date to ensure the change will be effective for that payroll.

Federal and State Income Tax Withholding. Employees can make changes to their federal W-4 Form through MyUNIverse. Although CIEP cannot advise staff on amounts to have withheld, Payroll can help you determine the withholding status, which will result in approximately the amount employees desire to be withheld each month.

W2 Delivery Options. As a cost-saving measure and to provide a more timely and convenient delivery method, UNI offers employees the opportunity to select electronic delivery as the only method for receiving their W2 Form.

To choose this option, employees must give permission electronically. W2 Forms will be available through UNI Employee Self Service in mid-January. If staff choose to continue to receive a printed copy, it will be mailed to the address on file and will arrive on or before Jan. 31.

For additional information and instructions for giving permission for electronic delivery visit http://www.vpaf.uni.edu/ebusiness/training_and_support/documents/w2_delivery_preference.pdf

Timecards. For information on completing or approving timecards, visit: http://www.vpaf.uni.edu/ebusiness/hr_applications/unitime_payroll.shtml Staff may also contact their supervisor or the Program Coordinator with any questions about timecards.

BENEFITS

Health Insurance. Employees who work at least half-time or more and are appointed for nine (9) months or longer are eligible for self-insured coverage through the University. Coverage is effective on the first day of the month following the date of employment, providing staff enroll within 30 days of your date of employment.

Coverage is available for the employee; the employee’s spouse, common law spouse or domestic partner; children to age 26; unmarried full-time students; and qualified children over age 26 who are totally and permanently disabled, provided the disability existed prior to age 26.

The University health insurance plans have no waiting period of exclusions for pre-existing conditions for new employees who enroll within 30 days of their qualifying appointment. Employees and their eligible dependents have full coverage as of the effective date. Eligible employees may choose between two optional self-insured health plans:

- UNI Preferred Provider Organization (PPO)
- UNI Blue Advantage

Dental Insurance. The University offers eligible staff an optional dental insurance plan. Delta Dental of Iowa is the plan administrator. Employees who work at least half-time or more and are appointed for nine (9) months or longer are eligible for dental insurance through the University. Coverage is effective on the first day of the month.
following the date of employment, providing the employee enrolls within 30 days of his or her start date of employment.

Coverage is available for the employee; the employee’s spouse, common law spouse or domestic partner; unmarried dependent children to age 26; unmarried full-time students; and qualified children over age 26 who are totally and permanently disabled, provided the disability existed prior to age 26. Dental plan eligibility is based on the employee’s selected health plan.

Vision Insurance. University of Northern Iowa employees enrolled in Delta Dental of Iowa are automatically eligible for a vision discount program through EyeMed Vision Care at no extra cost. Employees who work at least half-time or more are eligible for voluntary vision insurance through the University. Employees are required to stay on the plan for the full calendar year.

Vision insurance is offered through the Avesis Vision Plan and offers two plan options:
- Materials Only
- Vision Exam Materials

For more information about benefits, visit [http://www.uni.edu/hrs/mybenefits](http://www.uni.edu/hrs/mybenefits) and choose the Professional & Scientific option on the left hand menu.

### INSTRUCTIONAL STAFF

The CIEP full time instructional staff is comprised of the following positions: Academic Support Specialists, Academic Support Assistants, and Program Assistants.

#### Academic Support Coordinator

**Primary function:** Oversees development, implementation and evaluation of curriculum for the Culture & Intensive English Program (CIEP). Communicates with staff on a regular basis regarding issues related to curriculum. Delivers non-credit English language course as needed. Counsels students on academic and cross-cultural issues. Oversees the delivery of instruction by temporary staff; and completes self-studies and reports required by accrediting bodies and consortiums.

**Position requirements:** Master’s degree in TESOL, applied linguistics or related field plus at least three years of full time ESL teaching experience to students in an Intensive English Program at a U.S. accredited higher education institution. Must demonstrate native or near native proficiency of the English language plus at least one year of demonstrated experience in curriculum development also. Strong organizational and interpersonal communication skills plus a minimum of one year supervisory or administrative experience in a U.S. accredited ESL program preferred.

#### Academic Support Specialist

**Primary function:** Designs and delivers curriculum and evaluates the progress of students with regard to non-credit English language courses of the Culture & Intensive English Program. Works on special projects related to curriculum development as needed. Mentors other departmental staff and students with regard to exam administration, professional development, and student field experiences. Assists with program marketing and recruitment.

**Position requirements:** Master’s degree in TESOL, linguistics or related field plus at least the equivalent of
four semesters teaching in a United States Intensive English Program. Ability to demonstrate by third party evidence a level of English proficiency appropriate for the position and to work collaboratively with others. Experience teaching English as a foreign language abroad, experience with multi-media and computers in language teaching, and evidence of professional accomplishments such as publications or presentations preferred.

**Academic Support Assistant** *(Appendix B-3)*

**Primary function:** Delivers non-credit English language courses of the Culture & Intensive English Program (CIEP). Meets with and evaluates the progress of students; coordinates an area of the curriculum and/or a program service. Assists departmental staff with planning the design, standards, and delivery of program curriculum; works on special projects as assigned. Attends department sponsored cultural activities.

**Position requirements:** Master’s degree in TESOL, Linguistics or related field. The ability to understand and work within the framework and requirements of an eight week intensive English program will be necessary. Experience teaching, working with second language learners, and international work experience preferred.

**Program Assistant** *(Appendix B-4)*

**Primary function:** Performs tasks required for an uncertain period of time or in connection with a specific function assignment. Delivers non-credit English language courses in the CIEP. Creates and administers tests to determine progress of students. Meets with students as needed.

**Position requirements:** M.A. in TESOL or enrolled in M.A/TESOL program. At least 1 year of teaching experience preferred.
**Director (Appendix B-5)**

*Primary functions:* The Director of the CIEP provides leadership for faculty, staff, and students in an intensive English language program of seven levels as well as short term special programs. Oversees all aspects of the Culture & Intensive English Program (CIEP) to assure achievement of English instruction and cultural, social, and academic orientation to the United States to non-native speakers of English; provides leadership for development of curriculum materials; oversees recruitment and marketing strategies; supervises staff; oversees program compliance with requirements necessary to maintain program accreditation; and advises and counsels students.

*Position requirements:* Master’s degree in TESOL, linguistics, or related field plus at least five years of experience teaching ESL in an U.S. based institution of higher learning. U.S. citizenship or permanent residency, administrative experience in an education setting and strong organizational, planning and leadership skills. Administrative experience in an intensive English program and experience living and working overseas preferred. Native or native-like fluency in both written and oral English necessary.

**Program Coordinator (Appendix B-6)**

*Primary functions:* Assists in determining marketing strategies for recruiting potential clients in foreign markets; coordinates the design and content of promotional materials for the Culture & Intensive English Program; oversees tuition payments; prepares reports; designs orientation programs; prepares financial information for budget adjustments and reports to Provost’s Office; represents CIEP and UNI through various forms of recruiting communication; assists students recruiting through college fairs overseas;
and maintains the student recruiting contact database.

**Position requirements:** Bachelor’s degree plus at least two years of working with budgets, financial reports and marketing or publicity experience and ability to provide customer service to persons with limited English speaking ability. A minimum of two years providing administrative support, working with individuals from foreign cultures, ability to read and write in a second language, and international work experience is preferred.

**Promotions and Admissions Specialist (Appendix B-7)**

*Primary functions:* Assists in promotional efforts to maintain and diversify the CIEP; manages and processes applications, provides personalized communication to all prospective students; aids in planning and recruitment efforts of the CIEP; assists Program Coordinator with CIEP promotions and marketing including newsletters, brochures, and presentations; assists with updating CIEP website and social media sites by posting announcements, photos, and events and works with translation staff to update translated information; and collaborates with CIEP Director to update handbooks, office forms and documents. Also serves as a Designated School Official.

*Position requirements:* Bachelor’s degree in Communications, Public Relations, Event Planning, Student Affairs or related field plus at least one year of experience in working with international students or second language learners and experience in student counseling. At least six months of experience in event planning or program/activity development. Basic training in SEVIS training and at least one year of experience in utilizing financial resources preferred.

**Student Services Coordinator (Appendix B-8)**

*Primary functions:* Develops ideas and plans for cross-cultural activities for CIEP students that reflect the mission of the CIEP by providing opportunities for English language practice, immersion in the local culture and about the academic culture and expectations at UNI; recruits UNI and CIEP students to participate in the Conversation Partners and International Friendship Programs; creates itinerary proposals for special short-term programs; counsels students about issues related to student-teacher conflict, student-student conflict, cultural adjustment, living situations, and issues related to personal well-being; and performs some duties as a Designated School Official (DSO) in the Director’s absence.

PERFORMANCE APPRAISALS AND EVALUATIONS

All P&S staff are required by the University to complete the University Performance Appraisal program. The program is designed to evaluate the accomplishments of individual staff members in terms of the mutually agreed upon performance objectives. Performance appraisals are to be conducted annually (typically in the Spring); however, a more frequent assessment of performance may be arranged as required with a position reclassification, reassignment, promotion, or demotion.

A staff member may also request a performance evaluation at any time. Staff members fill out a Self-Appraisal Performance Appraisal Form (See Appendix B-10) and meet with their supervisor to go over their Performance Appraisal (See Appendix B-11). For more performance appraisal information and forms please visit http://www.uni.edu/hrs/ps/perf-appraisal. Instructors are also evaluated on their teaching. The CIEP utilizes a four part-protocol for evaluation of instructional staff:

1) Supervisor Observation
2) Peer Observation
3) Instructor/Class Evaluation by students
4) Self-Appraisal by the instructor

The protocol provides information to both the instructor and the Director. Overall, its purpose is threefold:

- Monitoring and improving delivery of instruction
- Making promotions and salary increases
- Monitoring and improving student learning

Aspects of all four parts provide information for the P&S performance appraisal meeting held annually (typically in the Spring). A more complete description of each part follows:

**Supervisor Observation.** The Director observes the classroom performance of each full-time term employee on the instructional staff; more specifically, the Director notifies and observes the Academic Support Specialists and Academic Support Assistants. The Letter of Intention for Class Observation (Appendix B-12) is used to inform the instructor when the observation will occur, and the Background Information for Observation (B-13) is used to gather information about the class. The Suggestions for Presenting Useful Feedback after In-Class Observations Form (Appendix B-14) and the CIEP Teacher Observation Form (See Appendix B-15) are used by the Director and helps provide information for the Post Observation Follow-Up Plan. Later, the Director meets with the instructor to discuss the observation and complete the Post Observation Follow-Up Plan to identify aspects of the lesson done well and aspects that need improvement.

In the case of the Post Observation Follow-Up Plans conducted by a supervisor, future action(s) identified as needing improvement are considered obligatory. A copy of the form is provided to the instructor and the original is kept in the CIEP personnel files. Observation notes and CIEP Teacher Observation Forms are not normally provided to the instructor. Supervisor observations are done minimally once a year but can be done again if deemed necessary by the supervisor. Observations can be conducted during the summer session as well.

The Academic Support Coordinator observes Graduate Teaching Assistants and Program Assistants employed on a temporary basis. The coordinator follows the same procedure as the Director and utilizes the same forms. The coordinator may consult with the Director and/or make more than one observation if warranted.

**Peer Observations.** All instructional staff members are required to observe one colleague of their choosing once during the academic year (peer observations are not conducted during the summer session). In these observations, the colleague completes the CIEP Teacher Observation Form (See Appendix B-15) but this form is not shared with the peer’s supervisor (CIEP Director or Academic
Support Coordinator). The form can be given back to the staff member or kept by the peer. However, the Post Observation Follow-Up Plan (See Appendix B-16) is completed by the observing staff member, given to the classroom teacher, and a copy is provided to the Director and kept in the CIEP personnel files.

In choosing a colleague, it is appropriate for the staff member to respect the wishes of colleagues who decline to be observed because they already have been observed by a peer in the course of the current academic year. Ideally, peers would mutually observe each other preventing the need for numerous observations of the same staff member. All observations in the CIEP must be arranged ahead of time and must be completed by the end of April.

**Instructor/Class Evaluations.** Each session, students complete mandatory evaluations for each class they attend. The Instructor/Class Evaluation (See Appendix B-17) asks students to rate themselves, their teacher, their class, and the texts.

These anonymous evaluations are tabulated using an Instructor/Class Evaluation Tally Sheet (See Appendix B-18) and copied to the instructor along with the tally sheet. Please note that comments written on the bottom of the form are presented in typed form before presenting them to the instructor.

The purpose of the Instructor/Class Evaluation Form is:
- To provide students an opportunity to give feedback about their CIEP classes.
- To provide staff members with feedback about their teaching and thus foster better teaching.
- To provide the Director with feedback about class instruction and materials used.

This feedback is used in the following ways:
- To help decide if class materials require reconsideration.
- To decide if the quality of instruction meets the goals and standards of the CIEP as set forth in the Curriculum Section of this handbook.
- To help decide teaching assignments for staff.

The Instructor/Class Evaluation Form is divided into three areas: (1) self-evaluation, (2) teacher evaluation, and (3) materials evaluation. The procedure for administering the evaluation instrument is:
- The staff member explains survey’s purpose.
- The staff member assigns a student to hand out and collect the forms after students are finished. The student is also told to collect them in the same envelope and to give it to the Office Staff in Bartlett 3025. It is important that all the surveys are brought back to the office the same day they are completed.
- The teacher leaves the room before students begin completing the evaluation form.
- Once in the office, the evaluation forms are kept secure until after student grades have been submitted.
- Later, the forms are reviewed by the Director only. Copies with typed student comments are made and supplied to the teacher. Originals are kept in the Director’s office for a period of 5 years after which they are destroyed.

The final step in Instructor/Class Evaluation is to add and weigh the scores for questions on the form pertaining to the staff member. This is done on the Instructor/Class Evaluation Tally Sheet. The final average score can range in value from 1.0 (minimum score) to 5.0 (maximum score). Although evaluations done by students are affected by a number of variables (class size, student abilities, skill area taught, grading practices, etc.), by quantifying the Instructor/Class Evaluation, the staff member can compare current scores to previous scores.

**Self-Appraisal and Goal Worksheets.** Once a year prior to the performance appraisal meetings, all CIEP staff members are asked to complete a self-appraisal form. In the case of the instructional
staff, the correct form is the CIEP Self-Appraisal Questionnaire for Teaching Staff (See Appendix B-19). This form includes a goal worksheet which the staff member should also complete and bring to the appraisal meeting with his or her supervisor.

The form asks questions about the staff member’s teaching for the previous year, job-related goals for the coming year, and is directly linked to the questions listed on the Instructor/Class Evaluation Form as done by the students each session as well as the CIEP Teacher Observation Form done in the peer observation.

A completed CIEP Self-Appraisal Questionnaire for Teaching Staff form should be submitted to the Director no later than March 31 each year unless otherwise indicated by the Director. The answers to the questionnaire are discussed in the annual performance appraisal meeting in April and a copy is put into the employee’s personnel file.

**Teacher Feedback Form.** In addition to evaluating his or her teaching through the Self-Appraisal Questionnaire, instructors also complete the Teacher Feedback Form (See Appendix B-20) at the end of Spring 2 and Fall 2. The Teacher Feedback Form allows instructors to comment on various aspects of their classes and the program, such as feedback on the curriculum, standard exams, Student Learning Outcomes, and the general work environment. This form is submitted and reviewed by the Director and Academic Support Coordinator.

**SERVICE DAYS**

Staff in the CIEP are generally on 9 month, 11 month, and 12 month appointments. The number of service days for an instructional staff member is dependent on their position type and length. For more information and to view the service days for CIEP staff, visit [http://www.uni.edu/ciep/staff/calendar](http://www.uni.edu/ciep/staff/calendar).

**VACATION REQUESTS, SICK LEAVE, AND TIME OFF**

P&S staff members with 12 month term appointments are required to complete a Vacation Request/Sick Leave Report (See Appendix B-21) prior to taking time off for vacation or illness. Staff with temporary appointments, term appointments under 12 months, and with adjunct status do not accrue vacation time and are not required by the University to complete a report.

However, the CIEP does require all staff members to submit a Vacation Request/Sick Leave Report for CEA documentation purposes and for purposes of planning advanced class substitutions for instructors. P&S term staff accrue sick leave at the rate of twelve (12) hours per month of service. The P&S staff member serving with a term, contract, provisional, probationary, or continuing service appointment of half-time or more for no less than an academic year will accrue that fractional portion of the full-time entitlement. Sick leave is cumulative and accrues to an unlimited maximum. Sick leave benefits do not apply with periods of illnesses or injuries during vacations and paid holiday periods. However, if a staff member is hospitalized while on his/her vacation, the staff member may use sick leave for those days actually confined to a hospital.

While there is no maximum limit on the amount of unused sick leave that may be accumulated, P&S staff members may elect, once thirty (30) days (240 hours) have accumulated, to have with conversion, one-half day (4 hours) added to their accrued vacation leave account in lieu of adding one and one half day (12 hours) to their accrued sick leave. The sick leave conversion form can be found at [http://access.uni.edu/forms/benefit/sicklvtovac.pdf](http://access.uni.edu/forms/benefit/sicklvtovac.pdf).

All leave time chargeable to sick leave benefit causes the otherwise qualified P&S staff member to be ineligible to have the conversion option for the month in which such claim occurs. Instead, the employee will receive their sick leave accrual for that month.
Instructors. Ideally instructors will be able to schedule advanced absences (such as a doctor’s appointment) around their teaching schedule. However, even if an instructor will not be absent during their class time, they are required to fill out the Vacation Request/Sick Leave Report. This informs the Director if an instructor is unavailable for meetings, to substitute for another class, and helps the CIEP stay in compliance with the Payroll Office requirements.

All instructional staff who will be absent during regular hours and service days or who require extended time off for illness or emergency leave must complete a report and make arrangements for class coverage with the Director. The Director handles such request on a case by case basis. It is important for a staff member to meet with the Director to discuss his or her particular situation and be aware of the options available to him or her. It may be necessary for a staff member to visit with Human Resource Services to discuss their options as outlined in the Family and Medical Leave Act if the staff member knows in advance they will miss three or more working days.

Whatever the arrangement, the staff member’s time card must reflect the leave (unless she or he is a graduate assistant who does not make a time card). For more information on vacation requests and leave, visit http://www.uni.edu/hrs/mybenefits/vacation or refer to the University P&S Staff Guide.

If you are suddenly sick, you must notify the Main Office, who will notify the Director and Academic Support Coordinator. The Main Office can always be reached by phone (319-273-2182) and email (ciep@uni.edu). As an instructor, you should not find a substitute teacher for your class. The Director and Academic Support Coordinator will determine how to cover your class. In most cases a substitute teacher will be found or if there are two sections of the class, they may be combined for the day.

Administrative Staff. All full-time P&S Administrative and Office Staff members must complete a Vacation Request/Sick Leave Report anytime they will not be in the office during their regularly scheduled hours. The report should be submitted to the Director, who handles such requests on a case by case basis.

It is important for the Office Staff to also meet with their supervisor to discuss his or her particular situation and be aware of the options available to him or her. It may also be necessary for a staff member to visit with Human Resource Services to discuss their options as outlined in the Family and Medical Leave Act if the staff member knows in advance they will miss three or more working days. Whatever the arrangement, the staff member’s time card must reflect the leave.

For more information on vacation requests and leave, visit http://www.uni.edu/hrs/mybenefits/vacation or refer to the University P&S Staff Guide.
The Merit System includes both contract and non-contract employees.

- Contract employees are blue collar, clerical, security and technical employees.
- Non-contract employees are Supervisory (clerical and non-clerical) and Confidential (clerical) employees.

Merit contract employees are represented by the American Federation of State County and Municipal Employees (AFSCME) and function under provisions of Chapter 20 of the Iowa Code. Merit non-contract employees are represented by the Supervisory and Confidential Merit Personnel (Supervisory and Confidential Council) at the University level and by the Regents Inter-institutional Supervisory and Confidential Advisory Council (RISCAC) at the Board of Regents, level F. Both organizations function under provisions of Chapter 19A of the Iowa Code.

There are numerous job classifications within the Merit System. Written descriptions for each classification as well as for each individual position are on file in the Human Resource Services office. Salary is determined by pay grades and steps as listed in the Merit System Classifications. Benefits are determined by the Collective Bargaining Agreement for contract employees and by University policy for non-contract employees.

**Timecards, Payroll and Payment Procedures.**

Merit employees are paid either on an hourly basis or as hourly paid salary. (Please review the copy of your Personnel Action Form to determine your pay status). For employees paid on an hourly basis, the pay-through date will begin at the middle of the month and end at the middle of the following month. Payroll periods and paydays can be found at [http://www.vpaf.uni.edu/obo/payroll/deadlines.shtml](http://www.vpaf.uni.edu/obo/payroll/deadlines.shtml).

An hourly paid salary employee is paid their regular pay in equal monthly paychecks with no lag in pay. The monthly Merit salary will be 1/12th the annual salary. Payday is the last University working day of the calendar month.

**Paycheck.** In general, the method of payment is direct deposit, which allows the employee’s net pay to be deposited into their bank account on payday. Employees may view and print a copy of their pay slip by logging into Employee Self Service through MyUNIverse. Direct deposit request forms received by the 8th of the month are processed for that month’s payroll. This lead time is necessary so the information can be a part of HRS’s pre-notification process with your financial institution which verifies if the account numbers are accurate. However, if you communicate to HRS that a change must be made after the 8th of the month, we can make the exception and process the change. In order to have your checks direct deposited you must fill out the Direct Deposit Agreement form which can be found by visiting the following website, [http://access.uni.edu/forms/benefit/dirdepos.pdf](http://access.uni.edu/forms/benefit/dirdepos.pdf)

**Federal and State Income Tax Withholding.**

Employees can make changes to their federal W-4 Form through MyUNIverse. Although CIEP cannot advise staff on amounts to have withheld, Payroll can help staff determine the withholding status, which will result in approximately the amount you want, withheld each month.
**W2 Delivery Options.** As a cost saving measure and to provide a more timely and convenient delivery method, UNI offers employees the opportunity to select electronic delivery as the only method for receiving their W2 Form. To choose this option, employees must give permission electronically. W2 Forms will be available through UNI Employee Self Service in mid-January. If staff choose to continue to receive a printed copy, it will be mailed to the address on file and will arrive by January 31. For additional information and instructions for giving permission for electronic delivery visit [http://www.vpaf.uni.edu/ebusiness/training_and_support/documents/w2_delivery_preferences.pdf](http://www.vpaf.uni.edu/ebusiness/training_and_support/documents/w2_delivery_preferences.pdf)

**Timecards.** For information on completing or approving timecards visit [http://www.vpaf.uni.edu/ebusiness/hr_applications/unitime_payroll.shtml](http://www.vpaf.uni.edu/ebusiness/hr_applications/unitime_payroll.shtml)

**BENEFITS**

**Health Insurance.** Employees who work at least half-time with an appointment length of nine (9) months or more are eligible for health insurance through the University. Coverage is effective on the first day of the month following 30 days of employment, providing you enroll within 30 days of your date of employment. Coverage is available for the employee; the employee’s spouse, common law spouse or domestic partner; children to age 26; unmarried full-time students; and qualified children over age 26 who are totally and permanently disabled, provided the disability existed prior to age 26. Changes to a plan can only be made as the result of a qualifying life event such as marriage, birth, or adoption.

**Vision Insurance.** University of Northern Iowa employees enrolled in Delta Dental of Iowa are automatically eligible for a vision discount program through EyeMed Vision Care at no extra cost. Employees who work at least half-time or more are eligible for voluntary vision insurance through the University. Employees are required to stay on the plan for the full calendar year. Vision insurance is offered through the Avesis Vision Plan and offers two plan options: Materials Only or Vision Exam Materials. For more information on Merit benefits, visit [http://www.uni.edu/hrs/merit](http://www.uni.edu/hrs/merit) and scroll down to the My Benefits option.

**MERIT ADMINISTRATIVE POSITION**

The Secretary is the only Merit position in the CIEP.

**Secretary II (Appendix B-22)**

**Primary functions:** The CIEP Secretary creates and maintains the schedule of classes in SIS; processes documentation needs of current and former students such as writing enrollment letters and printing grade reports; makes appointments for students; collaborates on different activities for student and staff orientations; completes routine office tasks; manages and enters current students’ information into the CIEP database; creates and maintains students’ grades database for probation and dismissal purposes; collaborates on special projects; serves as receptionist by...
taking messages, distributing mail, answering questions from students, etc.; collects monies from current students for testing fees; processes travel reimbursements and orders office supplies.

Position Requirements: Any combination of related clerical office experience, related undergraduate education and/or post high school clerical training that is the equivalent to two years of full-time employment and includes the use of word processing. Ability to type at a minimum speed of 40 net words per minute.

PERFORMANCE APPRAISALS AND EVALUATIONS
A productive performance meeting serves as a collaborative planning session during which both the supervisor and employee can take an in-depth look at past and current performances and can together set new goals and objectives for the coming year. The meeting helps the supervisor and employee establish a clearer understanding of the employee’s job duties, responsibilities and priorities. It also provides an opportunity for the supervisor to coach the employee on how to become more proficient and productive. Performance goals help employees:
• Find out how they are doing.
• Know what is expected of them.
• Take responsibility for their performance.
• Learn performance strengths and weaknesses.
• See how their professional goals support organizational goals.
• Direct efforts where they can do the most for their own careers and for group and organizational success.
• Feel they are taken seriously as individuals and the supervisor is truly concerned about their needs and goals.

Scheduled performance appraisals include but are not limited to:
• Two Week Discussion Guide (Appendix B-23)
• Three Month Evaluation (Appendix B-24)
• Six Month Evaluation (Appendix B-25)
• Annual Performance Evaluation (Appendix B-26)

Performance Appraisals are conducted annually; however, a more frequent performance appraisal may be required due to various reasons including reclassification or reassignment. A Merit employee may also request a performance appraisal from his or her supervisor.

VACATION REQUESTS, SICK LEAVE, AND TIME OFF
Staff members begin earning vacation on their first day in pay status. Vacation accrues for all hours in pay status. Vacation usage is not permitted in excess of the staff member’s current vacation balance. Staff members who are regularly employed for 20 or more hours but less than 40 hours per week on a continuing basis will accrue vacation and personal holidays on a pro rata basis. Questions should be referred to Payroll at (319) 273-6425. Staff members receive eleven (11) holidays per year. Two of these are “personal holidays” and are included in the vacation accrual.

Holidays falling within the period of a paid vacation are paid as holidays and are not charged to the staff member’s vacation. This does not apply to the vacation payout. Full time employees accrue sick leave at 12 hours (1 ½ days) per month. Employees who are employed for 20 or more hours but less than 40 hours per week for at least an academic year accrue sick leave on a pro rata basis. Employees hired on a temporary appointment do not accrue sick leave.

Sick leave accrues during a period of absence for which a staff member is paid sick leave. Sick leave does not accrue during vacation payout or during any period of absence without pay. Accrual of sick leave is unlimited. If a holiday falls during a period of sick leave usage, it is paid as a holiday and is not charged to the sick leave accumulation. If an employee is hospitalized while on vacation, the employee may use sick leave for days actually spent in a hospital. No other conversion of vacation to sick leave is authorized.
EMPLOYEE POLICIES

Employees may use sick leave for:

- Employee’s own illness or medical treatment
- Emergency Leave: maximum of 40 hours per anniversary year for the emergency care for ill or injured immediate family members. Immediate family is defined as, and limited to, the employee’s spouse, children, grandchildren, foster children, stepchildren, legal wards, parents, grandparents, foster parents, stepparents, brothers, foster brothers, step brothers, sons-in-law, sisters, foster sisters, stepsisters, daughters-in-law, aunts, uncles, nieces, nephews, first cousins, corresponding relatives of the employee’s spouse and children, grandchildren, foster children, stepchildren, legal wards, parents, grandparents, foster parents, stepparents, brothers, foster brothers, step brothers, sons-in-law, sisters, foster sisters, stepsisters, daughters-in-law, aunts, uncles, nieces, nephews, first cousins, corresponding relatives of the employee’s spouse and other persons who are members of the employee’s household. Unused Emergency Leave can carry over from one year to the next up to a maximum of 80 hours
- Funeral Leave: 24 hours for the death of an immediate family member (see above)
- Pallbearer Leave: 8 hours per occurrence to serve as pallbearer or funeral attendant
- Adoption Leave: 40 hours per occurrence

Employees who have accrued 240 hours (30 days) of sick leave may elect to convert 12 hours of sick leave to 4 hours of vacation any month in which sick leave is not used. Converted sick leave becomes part of vacation accrual. Conversion is done on a monthly basis and cannot be converted on a retrospective basis.

All vacation, sick leave, and time off requests must be submitted to the merit employee’s supervisor using the Vacation Request/Sick Leave Report (See Appendix B-17).

ORIENTATION

CIEP Orientation. All new staff must attend a CIEP orientation conducted at the beginning of the academic year. The orientation is necessary to provide information to the staff about curriculum, policies, procedures, and other important information. Furthermore, it is an opportunity to norm the instructional staff regarding requirements and outcomes necessary to pass classes in CIEP, to update them about any changes to the program made in the past year, and for the employee to complete all the items on the New Employee Checklist (See Appendix B-27). This orientation is for new members of the staff including Graduate Teaching Assistants, part-time and full-time staff. Prior arrangements should be made if a new staff member can’t attend a CIEP new staff orientation.

UNI Orientation. Two separate half (1/2) day orientation sessions are scheduled monthly to assist and welcome non-temporary Merit and P&S staff to the University. The first orientation session provides the opportunity for staff to learn about the university, its history and mission, and UNIs policies and procedures. The second
half day orientation session provides information regarding the employee benefits. Both sessions are important for acclimating a new employee to UNI. Personal invitations are sent to new employees communicating orientation time and location. To assist with acclimating new hires to their work environment, a Supervisor Checklist (See Appendix B-28) and an employee checklist are available.

The UNI orientation is not mandatory for new staff members on a temporary assignment. More information about UNI new staff orientation is available at http://www.uni.edu/hrs/pd/orientation. The UNI orientation is mandatory for all non-temporary staff.

DRESS CODE
The University of Northern Iowa does not have a university-wide dress code for its employees. However, individual departments may have restrictions and/or preferences. For the CIEP, all staff members need to project a professional image to students and the UNI community. The following guidelines will help staff determine what is appropriate to wear to work. The examples are for illustration; inappropriate dress includes but is not limited to the examples. Conventional grooming and hygiene standards will be maintained at all times.

If any staff member has questions, she or he should ask their supervisor. CIEP staff is expected to present a neat appearance at all times and are not permitted to wear ripped, disheveled, or inappropriate clothing at any time while representing the CIEP. Inappropriate clothing includes:

- Clothing that reveals the stomach, back, legs or chest such as halter dresses, beach dresses, tank tops, muscle shirts, spaghetti strapped dresses (unless covered with a jacket), mini-skirts, skirts split above the knee revealing thighs and tight skirts that ride halfway up the thigh
- Clothing that is torn, dirty, or frayed
- Clothing that has words, terms, or pictures that may be derogatory to others
- Athletic tops/pants worn in a fitness club
- Shorts (men and women)
- Flip flops, slippers, or other beach or bedroom footwear
- Copious amounts of cologne or perfume that cause problems for others with allergic conditions
- Work clothes normally worn for manual labor like bib overalls, flannel shirts, and jeans
- Form fitting clothing worn as outerwear such as spandex, leggings, bike shorts
- Hats of any kind except those worn for religious purposes or to honor a cultural tradition

Note: for CIEP-sponsored activities outside of the classroom, participating staff is encouraged to dress casually and in a manner appropriate to the activity.

MEETINGS
Staff meetings are held each session to discuss student placement in CIEP but also to disseminate information which should be discussed and/or cannot be adequately covered in memos. The time and place for such meetings are announced in advance. All staff members are expected to be present. Graduate Teaching Assistants and part-time staff are required to attend so long as it does not conflict with academic classes. Part-time hourly staff are paid for their time. Student workers in the CIEP office are not required to attend. In addition, staff meetings may be divided into sub-groups and attended by administrative staff or instructional staff only. More information on instructional staff meetings can be found in the Curriculum Section.

RELEASE TIME
All term instructional staff members are eligible to apply for reduced teaching assignments so they have time to work on special projects benefiting the CIEP and its students. The Director can also ask and appoint staff members release time for specific projects. In addition, eligibility for release time will depend on enrollment and ability of the CIEP, both financially and staffing-wise, to cover its course offerings. The Director makes final decisions about release time.
Requests for release time should be made prior to the beginning of the session and should include a written description of the project, benefit to CIEP, persons involved, and amount of release time requested. The staff member is also required to create and submit reports throughout the 8-week increment to update the Director on the progress of the project. Once the Director honors a request, the release time is usually given in 8-week increments. After the increment, release time is over or considered for an extension. General categories of appropriate projects include, but are not limited to, the following:

**Curricular change**
- Development of a new course/elective
- Extensive revision of classes at a given level

**Materials development**
- Achievement test construction
- Review and integration of CALL materials
- Extensive supplementary materials and/or technologies for a specific course

**Program development**
- Development of materials for workshops or special programs

**Professional development**
- Research and preparations associated with presentations for conferences, workshops, or training seminars

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**RESEARCH CONDUCTED IN THE CIEP**

The CIEP encourages research which may lead to improvements in the field of TESOL, education, international education, or other related fields of academic study. However, it is mandatory that such research not interfere with ongoing classes and that it respect the rights of students to determine the degree to which they will participate. Any person wanting to conduct research involving CIEP students, their class time, or extracurricular time must present a written proposal to the Director. The Director will review the proposal based on the following criteria:

- If materials are used in a class or classes, they must fit into the objectives of the target class. If observations are involved, they must be unobtrusive to normal classroom proceedings and the teacher is not being evaluated.
- If class time is involved to any greater extent than a brief announcement, there must be potential benefit to the students (i.e. actual language learning appropriate to the class, gathering information which might lead to an improvement in the teaching/learning situation).
- If the research is not developed as part of the classroom instruction, then it must be made clear that participation will not be considered as an influence on grades or placement.
- Unless the research is sponsored by the CIEP,
it must be made clear there is no connection between the CIEP and the research.

- Standard University regulations regarding confidentiality and protection of student rights must be followed.

Any and all research conducted in the CIEP must follow the guidelines set forth by UNI’s Institutional Review Board (IRB) and Human Participants Review Committee. Thus, it is imperative that researchers contact the IRB, submit the necessary forms, and obtain permission to conduct their research. Discussion with full staff through memo or at a staff meeting is carried out, depending on the nature of the request, as follows:

- Any proposal which has implications for the whole program is discussed with the full staff.
- Any proposal which would result in a curricular change is discussed with the full staff.
- Any proposal involving classroom participation is discussed with persons involved.

Even if the Director and other staff have decided the research project is acceptable or even valuable, individual staff members have the right to decline to participate if they feel the research is not in the best interest of their class.

**UNIVERSITY HOLIDAYS**

Employees with non-temporary appointments and at least a half-time schedule are eligible for holiday pay. Holidays for employees with part-time schedules are pro-rated from the full-time equivalent as it relates to the employee’s weekly schedule. Employees with less than a 12 month appointment are eligible for holidays falling during periods when work is normally scheduled. Staff members with a temporary, on-call, or seasonal appointment are not entitled to holiday pay. Holidays are to be recorded on the staff member’s weekly or monthly timecard. UNI employees receive eleven (11) holidays per year. Two of these are “personal holidays” and are included in the vacation accrual.

University holidays include: New Year’s Day, Martin Luther King’s Birthday, Memorial Day, Independence Day Friday, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Day, and a University Holiday.

**EMERGENCY PREPAREDNESS AND RESPONSE**

In the event of a campus-wide emergency, a UNI Emergency Response Alert is broadcasted and sent to all telephones, cell phones, computer and other personal communication devices registered with UNI Emergency Network System. The alert will also provide brief instructions for persons on or off campus.

For various types of emergency situations, the Emergency Procedures Reference Guide (See Appendix B-29) offers details about procedures to follow. However, the following excerpt from the reference guide is the general procedure for reporting emergencies. When requesting emergency assistance, reporting a fire or a criminal act, call: University Police at 319-273-2712 (24 hours) or dial 9-911. For in progress emergencies, UNI Police suggest dialing 911 initially and then dialing 273-2712.

When requesting assistance, provide the following:

- Location of the emergency.
- Phone number from which the call is being made.
- Caller’s name.
- What assistance is needed, if known.
- How many are injured.
- Condition of the injured person(s).
- What happened.
- Do not hang up. Let the dispatcher hang up first.

**Reporting Student Concerns**

According to UNI’s Prevention and Response to Critical Incidents pamphlet, “confidentiality laws do not prevent staff from reporting concerns about students to department heads, deans, administrators, student health clinic, counseling center, public safety, dean of students, etc. If you have questions, you are encouraged to call and discuss the situation to help you determine the appropriate course of action.”
EMERGENCY PROCEDURES
REPORT ALL EMERGENCIES DIAL 911

IMPORTANT INFORMATION FOR ALL EMERGENCIES

- Report all emergencies by dialing 911 or 319-273-4000.
- Classes are suspended in the affected area for the duration of the emergency.
- Always follow instructions provided by emergency personnel, UNI ALERT and campus officials.
- Stay away from affected area until given the “all clear” by emergency personnel.
- Whenever possible, assist persons with special needs.

BUILDING EVACUATION
Evacuation may be required due to fire, hazardous materials release, bomb threat or other emergency

- Gather personal belongings if safe to do so. DO NOT delay evacuation.
- Immediately evacuate building using nearest safely accessible exit.
- DO NOT use elevators.
- Meet outside building and await further instructions.
- Assist persons with special needs as able.

SHELTER-IN-PLACE
Shelter-in-place may be required due to hazardous materials release, acts of violence, or other emergency

- Instructions will be issued via UNI ALERT and other available emergency notification systems.
- Stay calm.
- Stay away from windows, doors and outside walls.

TORNADO WARNING

- Immediately seek shelter in designated severe-weather shelters (interior areas of lower level of building away from windows).
- Stay in designated shelter until warning expires.

THREATENING PERSON/ARMED INTRUDER

- If the person approaches you, your actions will depend solely on your judgment and capabilities. No strategy is 100 percent effective.
- Do not confront the person.
- Call 911. Provide as much information as possible about the person and direction of travel.
- Do not block the person’s access to an exit.

If you hear gunfire or see a person with a weapon, take immediate steps to protect yourself

- Try to escape the area if able.
- If unable to escape, immediately close and lock or barricade the door.
- Stay away from windows and out of view. Turn off lights. Hide behind heavy furnishings if possible.
- If you are in an open area and cannot escape, find a room to hide in.

FIRE

- If you smell smoke or witness a fire, activate the nearest fire-alarm pull station.
- Evacuate building immediately when alarm is activated or there is evidence of a fire.
- If you are the last to leave a room, office or building, close doors as exiting.
- After evacuating, call 911 to report location of fire or smoke.

SUSPICIOUS OBJECT

- Do not touch or disturb the object or package.
- Do not use your cell phone near the object in question.
- Call 911 and notify someone in charge of the area.

For more information, see www.uni.edu/alert

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Types of behavior that may require intervention include:

- Signs of severe depression such as lack of hygiene, inappropriate crying, or statements suggesting suicidal thoughts.
- Signs of drug or alcohol abuse such as intoxication or complete lack of focus in class.
- Disruptive, aggressive or threatening behavior towards the staff member or other students.
- Displays of physical violent behavior, verbal threats, threatening email or letters, stalking behavior, and papers or exams that contain violent or threatening material.
- Displays of verbal abuse toward students or staff.

If danger is immediate and the staff member believes there is an urgent situation with a student or students, the staff member should call the Counseling Center at 273-2676. The Center will consult with the staff member about what to do.

If it is after hours, call UNI Public Safety at 273-2712 and they will contact the counseling center on-call member to consult with the teacher.

**STAFF GRIEVANCES**

Staff and administration must work to ensure fair and just policies are established and followed. When disputes and conflicts arise issues and complaints can often be resolved informally by sitting down and discussing them or through administrative channels. Moreover, these informal procedures should be initiated within thirty (30) working days following the time the staff member(s) first became aware of the condition necessitating the complaint.

Failing to resolve the grievance through informal means, the staff member may begin the formal grievance procedure. Such procedure must be initiated no later than forty-five (45) working days following the date the grievant(s) first became aware of, or should have become aware of, the occurrence of such grievance; however, under no circumstances shall a grievance be considered timely after six (6) months from the date of occurrence.

A formal grievance statement is to be prepared and submitted on an established P&S Grievance Form (see Appendix B-30) or an established Merit Grievance Form (see Appendix B-31) which will be maintained with the original copy of documents related to the grievance and will serve as the grievance file. The grievance form shall contain a statement as to the description of the grievance with pertinent circumstances and date(s) of occurrence(s) noted. Such statement is to identify the policy allegedly violated, the grievance issue, and cite the relief sought. For more information on the grievance procedure for P&S staff members, visit http://www.uni.edu/policies/522. For more information on the grievance procedure for merit staff members, visit http://www.uni.edu/policies/1203.
SCHOOL CLOSING

It is the policy of the University to continue normal hours of operation and maintain a regular work schedule for staff members during periods of severe weather and/or adverse working conditions. It is a basic premise of this policy that University faculty, staff, and students shall have the opportunity to make their own decision about reporting to work or class with due consideration for travel safety conditions.

The Executive Vice-President and Provost may declare a delayed start or cancellation of University classes due to severe weather. Such declarations apply to students and faculty members, but do not apply to other support staff. The Vice-President for Administration and Finance may declare reduced operations due to a severe weather emergency. Such declaration applies to faculty, staff, and students and may involve a delayed start of the normal work schedule to permit safer travel, clearing of fire lanes and parking lots, etc. In rare cases, the University may be declared closed.

For information about weather related reduced operations or the closure of the University, employees should tune in to radio or television stations that have been identified by University Relations for this purpose or refer to the UNI home page on the Web. Specific information on CIEP class cancellations can be found in the CIEP Program Policies section.

COPYRIGHT

The CIEP follows the UNI policy on copyright. Copyright ownership and the rights thereof are terms provided by Federal law. The University believes its copyright policy objectives will best be attained within the context of the Federal law by defining the equities of ownership of copyrightable material in terms of the following categories.

Copyright ownership of all materials, which are developed with the use of University facilities, shall reside with the University or the UNI Research Foundation as allowed and provided by law, except as follows:

- The University will not assert ownership of copyrightable materials produced by faculty members as a part of their normal, individual teaching or scholarly activities at the University unless University ownership is specifically provided for in a related agreement.
- Copyright ownership of all materials which are developed in the course of, or pursuant to, sponsored research or other agreement(s) will be determined in accordance with the terms of those agreement(s) or Federal or State law directly applicable to the agreement. In the absence of such agreement terms, or Federal/State law, except as provided under F.(1.)(a.) above, the copyright will be the property of the University to the extent allowed by law.
- In the case of theses, the author(s) of a thesis shall own the thesis copyright but must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute copies of the thesis. Revenues received through the licensing of copyrights shall be shared as defined by the distribution for patent royalties.

Often staff can use published works in their teaching without permission or fee according to “fair use copyright guidelines.” However, there are circumstances where permission and/or fees are required (for example, when materials are included in course packs). Sorting out what a person can or cannot do is often confusing. Staff should refer to the following links to obtain more information about copyright policies as suggested by Rod Library at the University of Northern Iowa:

Copyright policies applicable to Rod Library
http://www.library.uni.edu/copyright-policies

Copyright information for UNI
http://www.uni.edu/osp/copyright-uni

Know Your Copy Rights U brochure
http://www.library.uni.edu/sites/default/files/copyright/copybroch.pdf
MANDATORY REPORTING
All University employees are considered mandatory reporters. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or a Title IX Deputy Coordinator. The University of Northern Iowa will make every effort to safeguard the identities of individuals who seek help and/or report discrimination, harassment, and/or retaliation. For more information on mandatory reporting, visit http://uni.edu/policies/1302#reportingresponsibilities or the Office of Compliance and Equity Management at http://www.uni.edu/equity/welcome-office-compliance-and-equity-management.

CONFIDENTIALITY
Members of the CIEP staff may have access to confidential information about the employees in CIEP or the students it serves. A strict code of ethics must be maintained to ensure the private nature of this information. Student records and files do not leave the CIEP Main Office unless specifically approved by the CIEP Director.

Access to confidential information is restricted to CIEP staff with an appropriate need to know. This information includes, but not limited to, social security numbers, student grades, payroll and personnel records, self-restricted personal data, financial aid, health records, university account information, and personal financial information which may contain bank and credit card account numbers. This information may not be sold, purchased, provided, disclosed or exchanged without proper consent from the owner.

By having access to this confidential information, staff members must be responsible for maintaining the security and confidentiality of all information displayed and/or stored electronically or in paper form in the office in which he or she works, including the safeguarding of system passwords and identifications. As long as proper and appropriate procedures are followed, a staff member will generally not be responsible for breach of security or confidentiality that occurs through no fault or negligence of the staff member.

All confidential information must be used in trust and confidence and used only for approved purposes associated with performing the responsibilities of the job. It may not be misused, stored, or processed for inappropriate purposes or disclosed to any unauthorized person.

If a staff member has a question about whether a proposed recipient of confidential information is authorized or not, the staff member must consult with his or her supervisor. Any inappropriate or unauthorized use or disclosure of confidential information to unauthorized persons will be subject to disciplinary action, up to and including termination and/or legal action.

DISCRIMINATION
All reports of discrimination, harassment, and/or retaliation shall be promptly made to the Title IX Officer (or designated Deputy Coordinator). The University of Northern Iowa adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. The University prohibits discrimination against any employee, applicant for employment, student or applicant for admission on the basis of any protected class. Protected classes include: age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other protected category under applicable federal, state, or local law, including protections for those opposing discrimination or participating in any complaint process on campus or with other human rights agencies.

This policy covers discrimination in employment and in access to educational opportunities. Discrimination is defined as adverse treatment of an individual based on that individual’s membership in
one or more of the protected groups listed above. Therefore, any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, housing and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on discrimination.

All University employees shall report all suspected incidents of discrimination or harassment (see section on Mandatory reporting). When brought to the attention of the University, any such discrimination will be appropriately remedied by the University according to the procedures.

HARASSMENT
The University prohibits harassment against any employee, student, visitor, or guest on the basis of any class protected by University policy or law as identified above. This policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters. The sections below describe the specific forms of prohibited harassment under University policy.

This policy prohibits any form of harassment on the basis of actual or perceived membership in a protected class, by any member or group of the campus community, which unreasonably interferes with an individual’s work or academic environment. This environment may be created by verbal, written, graphic, threatening and/or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with, limit, or deny the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities.

Merely offensive conduct and/or harassment of a generic nature not on the basis of membership in a protected class may not result in a violation of this policy but may be addressed through education and/or other resolution methods.

Sexual Harassment and Consensual Relationships. This policy prohibits any form of sexual harassment. Sexual harassment is unwelcome sexual- or gender-based verbal, written, online, and/or physical conduct. Anyone experiencing sexual harassment in any University program is encouraged to report it online, to the University’s Title IX Officer or a Deputy Coordinator, or by methods identified in the Complaint Resolution Process Section (IV.A. Confidentiality and Reporting of Offenses). Sexual harassment creates a hostile environment and may be disciplined when it is sufficiently severe, pervasive, persistent, or objectively offensive that it has the effect of unreasonably interfering with, denying, or limiting employment opportunities or the ability to participate in or benefit from the University’s educational, social, and/or residential program, or is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

Consensual Relationships. Consensual romantic and/or sexual relationships where a power differential exists, whether real or perceived, may constitute sexual harassment. The effect of such a relationship may render an individual’s work, academic, or social environment intimidating, offensive, or hostile. Hence, all University employees are strongly discouraged from entering into romantic and/or sexual relationships which could lead to the creation of a hostile educational, social, and/or work environment for other members of the University community. More information on these policies can be found at http://www.uni.edu/policies/1302.

DRUGS AND ALCOHOL
It is the policy of the University of Northern Iowa and the Board of Regents to provide a drug-free workplace and learning environment. Alcohol and drug abuse pose a threat to the health and safety of University faculty, staff, students, and visitors.
In compliance with the Drug-Free Workplace Act of 1988, the University of Northern Iowa is committed to the elimination of drug and alcohol abuse in the workplace. In compliance with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, alcohol and drug prevention programs include policy enforcement, education programs, and treatment services. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance by employees and students on property owned or leased by the University of Northern Iowa or in conjunction with a University-sponsored activity is prohibited. See also UNI policy 13.18 Alcohol and Drugs. In accordance with the Drug-Free Workplace Act of 1988, employees must report any conviction under a criminal drug statute for a violation occurring while conducting official business on or off University premises, within 5 days of the conviction to the department head. The department head may consult with the Director of Human Resources. Please refer to the full policy on the UNI website at: http://www.uni.edu/policies/413.

LEAVING CIEP
At the end of your appointment in the CIEP, you will be responsible for removing any personal belongings from your desk. You will also need to turn in any keys to the Physical Plant, and schedule an exit meeting with your supervisor. During the meeting your supervisor will help you complete the rest of the Checklist for Employees Leaving UNI (See Appendix B-32) and the CIEP, which includes completing an exit interview with HRS, setting up an out of office message for all university google apps, cancelling the phone line, cancelling network access, canceling e-Business responsibilities, collecting and disposing of the UNI ID card, returning the parking permit, collecting all office equipment in employees name, reviewing and approving the final timecard, and communicating with the rest of the staff about the employee’s departure. Information regarding benefits after an appointment end can be found at http://www.uni.edu/hrs/mybenefits/when-end.

If the staff member is resigning from their position before the end of their appointment, they will also have to submit a resignation letter in addition to the procedure listed above. If the staff member will continue to work at UNI but not in the CIEP, the employee will still need to submit a resignation letter to the CIEP and schedule an exit interview with their supervisor. However, they will not need to follow everything from the procedure above since they will still need access to the University google apps, their UNI ID card, etc. The employee’s new department will be responsible for changing the employee’s appointment in the UNI system.

STUDENT EMPLOYEES
The CIEP employs students for a variety of purposes. Students can work as instructors or research assistants through an agreement with the TESOL program graduate assistantship, in the Main Office, or in the Student Services Office.

INSTRUCTIONAL
In partnership with the TESOL program, the CIEP will employ Graduate student Teaching Assistants, who teach one hour of CIEP classes per semester. Graduate students can also be employed as Graduate Research Assistants who conduct research primarily for the Academic Support Coordinator. Both GTAs and GRAs receive a tuition assistantship through the TESOL program in the Department of Languages and Literatures.

Graduate Teaching Assistant
Primary Functions: 5 instructional hours per week, 5 preparatory hours per week, Minimum one office hour per week to assist students on individual basis, Prepare activities for classes; Grade homework, compositions, and quizzes and otherwise evaluate students’ progress; Calculate final grades for course, Participate in systematic training, other professional development, and performance evaluation activities/ meetings facilitated by the CIEP Academic Support Coordinator and CIEP Director.

Graduate Research Assistant
Primary Functions: 10-15 hours of research per
week, Assist the Academic Coordinator in gathering and compiling data; Assists in special projects related to curriculum improvement and development; Occasionally lead a reading lab for students; Participate in systematic training, other professional development, and performance evaluation activities/meetings facilitated by the CIEP Academic Support Coordinator and CIEP Director.

Position requirements: Must be a full-time, degree-seeking student in a UNI graduate program in the Department of Languages and Literatures; Enrolled in 9 hours applying to the graduate degree and maintain a Plan (and cumulative) GPA of at least a 3.00. First-semester graduate students must have an undergraduate GPA of at least 3.00., B.A/B.S degree in English, TESOL/Applied Linguistics, or related field preferred.

ADMINISTRATIVE STAFF
The CIEP has student workers who work in the Main Office and in the Student Services Office. These positions include an Administrative Assistant, an Office Assistant, an Assessment Assistant, a Graphic Design and Electronic Media Assistant, Activities Assistants, and Housekeeper. They are paid on an hourly basis and complete a weekly timecard. Student employees are held to the same professional standards as full-time CIEP staff and adhere to the CIEP Student Employee Code of Conduct (See Appendix B-33).

Performance Appraisals and Evaluation. Student workers in the CIEP participate in a performance appraisal and evaluation process. The student employee fills out a Student Employee Self-Appraisal Performance Evaluation (See Appendix B-34) and later meets with his or her supervisor. During this meeting, the employee and supervisor discuss the Student Employee Performance Appraisal (See Appendix B-35) filled out by the supervisor as well as the self-appraisal filled out by the student worker. This process takes place once a year and is generally completed in the spring, around the same time as the full-
time staff appraisals. For more information about student employment at UNI, visit [http://www.uni.edu/careerservices/](http://www.uni.edu/careerservices/).

**TRANSLATORS/INTERPRETERS**
The CIEP has a list of paid and volunteer student translators for most of the native languages spoken by CIEP students. Translators are used during new student orientations, to translate documents, to promote the CIEP and for special projects as needed.

**LEAVING CIEP**
Student employees in the CIEP are not eligible to work in their student position once they graduate or if they are not enrolled in a minimum of 6 credits. Students who are enrolled in the spring term and are registered for the summer term or the next fall term may work during the summer. A student employee should have an exit meeting with their supervisor before leaving the CIEP. The student employee may also be asked to serve on the search committee for the position replacement. If a student employee wishes to terminate their employment in CIEP before they graduate, they must submit a resignation letter and have an exit meeting with their supervisor.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**
Participation in conferences and in-service trainings are an important part of professional development. All persons working in the CIEP are encouraged to pursue instruction and training that complements and enhances their work in the CIEP. Examples of this would be attending workshops, academic classes, conferences and seminars on or off the UNI campus. If a professional development opportunity requires an employee to miss their scheduled work hours, they must submit a formal request to the Director for approval. This helps the CIEP keep track of each staff member’s professional development activity and participation.

On occasion, opportunities for professional development will be sponsored by the CIEP. Therefore, staff members are encouraged to bring opportunities and requests for professional development support to the Director. The amount of money budgeted for professional development opportunities do vary from budget cycle to budget cycle. However, full-time staff are given priority for funds to cover costs associated with registration, travel, and accommodation to conferences.

**CONFERENCES**
The CIEP encourages staff members to attend conferences that are relevant to their position and will help them further the development as a professional. Common conferences attended by CIEP staff include MIDTESOL, TESOL Annual Conference, the Way-Up, and NAFSA.

The CIEP will sponsor staff attendance and participation at conferences when possible. To request a CIEP sponsorship for a conference, you must write and submit to the Director a statement letter detailing why you want to attend the conference. The statement should state the training needs and goals to be accomplished at the conference as well as how the new knowledge could be applied to work in the CIEP.

The Director will decide on the employee’s eligibility to attend the conference and the CIEP’s ability to sponsor it. If the request is approved, the employee should follow the CIEP Travel Guidelines Checklist ([See Appendix B-36](#)), the first step of which is to sign the Travel Authorization Form ([See Appendix B-37](#)) and return it to the CIEP Secretary. The employee should then make travel arrangements following the Office of Business Operations guidelines (if being sponsored by the CIEP) and communicate with the CIEP Secretary about the procedure for registering for the conference.

When at the conference, be sure to keep any copies of the itinerary, hand-outs, and take notes when applicable. Once you return from the conference,
you will need to turn in any receipts and a copy of the conference itinerary with the sessions that you attended marked. You will turn all of these in to the CIEP Secretary, who will then complete a travel reimbursement form. You will have to sign the form and provide all necessary documents within 60 days in order to be reimbursed for all expenses related to the conference attendance. In addition to completing a travel reimbursement, you will be asked to share the knowledge you learned at the conference. This can be done by scheduling a debrief meeting or writing a report that can be shared with the rest of the staff.

BOOK ALLOWANCE
All full-time instructional and Administrative Staff are given a book allowance to add to the CIEP library as well as for their desk library. The amount budgeted for the CIEP Library book allowance and staff desk library book allowance does vary from budget cycle to budget cycle. Current amounts are $100.00 for the CIEP library and $100.00 for the staff desk library per fiscal year. Currently there is no book allowance to add materials to the CIEP section in the Rod Library. Requests can be submitted online at: http://uni.edu/ciep/staff/books

UNI OPPORTUNITIES
In addition to attending off site professional development opportunities, there are many on-campus professional and wellness development opportunities available for full-time staff on campus. The CIEP occasionally sponsors an in-service training and/or guest speaker related directly or indirectly to the ESL profession. Also, other departments and the University sponsor workshops and training seminars in various areas such as classroom technology, web design, methodologies in higher education, etc.

Training and development opportunities are also available to CIEP staff from several campus
sources. Wellness Promotion, Public Safety and Human Resource Services offer a variety of programs each year. The Wellness Promotion Program provides programs which encourage UNI employees to develop healthy lifestyles. The Wellness Office schedules activities or exercise programs for group participation by employees as well as publishing a newsletter with suggestions and articles related to wellness.

**ITS**
The Information Technology Services department has a variety of training options for students, faculty and staff, whether online or in person. ITS Educational Technology conducts special workshops for faculty on the use of Blackboard eLearning, UNI’s Learning Management System. Visit [https://www.uni.edu/its/training](https://www.uni.edu/its/training) for more information. A full list of services provided by ITS can be found by visiting [https://www.uni.edu/its/services](https://www.uni.edu/its/services).

**Lynda.com**
An additional professional development opportunity available to all UNI staff and students is offered through the Lynda.com Online Training Library. Managed by the UNI ITS Computer Consulting Center, Lynda.com is a constantly growing and evolving body of training video tutorials designed to help staff/users learn how to use various software and programs. Example courses available include Microsoft Office, Adobe Creative Suite, and Drupal 6 and 7. For more information or to access Lynda.com, visit [http://lynda.uni.edu/](http://lynda.uni.edu/).

**Center for Excellence in Teaching and Learning**
There is also the Center for Excellence in Teaching and Learning, a department within the UNI Office of the Provost and Executive Vice President for Academic Affairs, that is dedicated to helping instructional staff engage, explore, and enhance their practice of teaching and the culture of learning at UNI. For more information on the CETL, visit [http://uni.edu/provost/CETL](http://uni.edu/provost/CETL).

**UNI-National Coalition Building Institute**
This program is a welcoming, dynamic approach to developing diversity inclusion leadership skills. It includes free interactive workshops and a unique set of NCBI principles that have the ability to enhance the quality of employee’s lives and the lives of those around them. A list of workshops and more information can be found at [http://www.uni.edu/provost/diversity](http://www.uni.edu/provost/diversity) and more information about the National Coalition Building Institute can be found at [http://ncbi.org/](http://ncbi.org/).

**Quality Matters**
Offered through the UNI Continuing & Distance Education department, Quality Matters workshops and professional development opportunities help instructional staff learn how to successfully design online courses. Quality Matters is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing their online courses and in training their faculty. For more information visit [https://www.uni.edu/continuinged/quality-matters-initiative](https://www.uni.edu/continuinged/quality-matters-initiative).

In addition to the optional trainings offered on campus, staff can participate in trainings offered through the Office of Business Operations, Registrar’s Office, the Office of Compliance and Equity Management, and Human Resource Services. Depending on the position, some staff may be required to participate in mandatory trainings offered through these departments.

**INSTITUTIONAL COMMUNICATION**
The CIEP encourages all staff and faculty to communicate with each other, other departments in the University, and other Cedar Valley businesses.

**INTERNAL**
All CIEP staff members have a CIEP mailbox that, in addition to email, is used for departmental and UNI inter-departmental communication. Instructor
mailboxes are located in 4025, and all Administrative Staff mailboxes are located in Bartlett 3025B. It is important to regularly check your CIEP email and mailbox. Checking your physical mail box is important because this is where you will find necessary evaluations and surveys for classes, flyers about CIEP activities and staff gatherings, and other important documents from the CIEP Administrative Staff and UNI. If you need to send inter-departmental mail, the mail bag is located in the CIEP Main Office. It is free to send inter-departmental mail across campus.

A majority of university and CIEP communications are done through email. The Office of the President/Provost sends information pertaining to the University. Human Resource Services sends information about benefits and training opportunities. UNI sends its weekly insideUNI email detailing information about events and offerings around campus. The CIEP Director sends memos and the CIEP Main Office sends the bi-weekly CIEP Staff Bulletin as well as CIEP website announcements through email. The Main Office also uses email and google calendar to schedule meetings and appointments as well as Smartsheets to communicate and keep records about students. It is important to note that email communications with students and staff are to be done through only UNI accounts. Personal email accounts should not be used for the purpose of communicating with students or other staff members.

EXTERNAL
Organizations not affiliated with UNI may want to send you literature and pamphlets (for professional development opportunities, research opportunities, etc.) which will come through campus mail. The CIEP will distribute this to your mailbox along with inter-departmental mail.

It is also important to remember that anytime you are sending an email, letter, etc. in a professional capacity that you are representing the CIEP. If you have any questions about what is considered an inappropriate representation of the CIEP, you may speak with your supervisor.
CIEP OFFICE SPACE

A floor plan of the CIEP offices can be found in Appendix C-1. Staff should bear in mind that the CIEP is housed in a communal office. Therefore, please respect the right and wishes of colleagues when arranging furniture or office equipment, conferencing with students, listening to audio recordings or music, conducting personal phone calls and business, meeting in committees, etc. Please limit these activities to times when the office is empty, when colleagues do not object, or find an alternative space. If a staff member needs to have a private conversation with a student or colleague, he or she can use the nearby meeting rooms.

Staff are encouraged to use any and all office equipment and supplies available in the Bartlett Hall offices, however everything should be used for business purposes only. There is no charge to the staff for use of any of this equipment including: computers, copiers, fax machines, office supplies, desks, tables, chairs, shelves, and file cabinets. Staff will be assigned an individual copier password for the main copier machine. However, instructional staff are only allowed to use the computers and telephones in the Main Office with the assistance of the Office Staff. This policy is to protect the staff member in the event of an investigation for lost files, monies, or information.

Moreover, staff must not remove equipment, furniture or other University property from the CIEP Offices unless given expressed permission from the Director. This policy does not apply to laptops, books, and other teaching aids used in teaching and/or preparing for class. Finally, if staff members need to review a current or former student file folder, they should ask the Office Staff for assistance. Student files are not allowed to leave the Main Office.

The CIEP Main Office keeps basic office supplies on hand for staff to use. There is no procedure for using office supplies; staff simply uses what they need to do their job. For issues regarding the CIEP offices and their facilities, please speak to the Director. This can include issues about furniture, space, computer needs, shelving, security, air conditioning, lighting, etc. For routine issues such as non-working office lights or restroom malfunctions, please speak to the Office Staff.
MAIN OFFICE
The CIEP Main Office is located in Bartlett 3025. The CIEP Secretary, Program Coordinator, Promotions and Admissions Specialist, and student workers all work in the Main Office. The Director’s office is located in Bartlett 3023 and is connected to the Main Office. The regular office hours for the CIEP Main Office are from 8:00 a.m. to 5:00 p.m. Monday through Friday. In the summer, university hours of operation, and the CIEP, change to 7:30 a.m. to 4:30 p.m.

COPY/SUPPLY ROOM
Located in Bartlett 3025B (right off of the Main Office) is the copy/supply room, which houses all of the CIEP office and electronic supplies, Administrative Staff mailboxes, fax machine, and additional student worker desks. All staff members have access to this room when the Main Office is open.

STUDENT SERVICES & ACTIVITIES OFFICE
The Student Services Coordinator’s Office is located in Bartlett 3031. This office serves to help schedule activities for students as well as to serve for counseling or other miscellaneous services students may need. The Activities Assistants also have desks in this office.

LIBRARY/CONFERENCE ROOM
All CIEP textbooks and audio reference materials are housed in the library, which is located in Bartlett 3024. This room also serves as the CIEP conference room and is typically kept locked throughout the day. The key for the library/confERENCE room is maintained through the Main Office. This room can be reserved through the CIEP website at http://uni.edu/ciep/ciep-staff/forms-surveys/room-request.

LOUNGE
The lounge is an open area that is accessible to all staff members and students at all times. It also houses the fridge, Keurig coffee machine, electric teakettle, water cooler, and microwave. The lounge can be reserved through the CIEP website at http://uni.edu/ciep/ciep-staff/forms-surveys/room-request.

COMPUTER LAB
The computer lab is located in Bartlett 3021 and has 15 computers, as well as a laptop with hookup to a TV. The 15 iPads are also kept in the computer lab. Since there is so much expensive equipment in the lab, it is kept locked during the day. The key can be obtained through the CIEP Main Office. This room can also be reserved through the CIEP website at http://uni.edu/ciep/ciep-staff/forms-surveys/room-request.

FACULTY OFFICES
Most teaching staff offices are located in the open space of Bartlett 4025. Each staff member has their own desk area with a phone, and will likely have an “office mate” with whom they share an enclosed area with. These offices are accessible by key card only. This is to ensure privacy for instructors, and to make sure that students schedule meetings in order to meet with their teachers outside of office hours.

Students must check in with the Main Office before meeting with their teachers. Instructional staff are able to access Bartlett 4025 with their key card at all times, including weekends and times when the Main Office is not open.

ACCESS TO CIEP OFFICES
The CIEP is only accessible from stair 3, stair 4, and elevator 3 in Bartlett Hall. The Main Office is accessible to all staff and faculty members during university operating hours; however, the instructor offices in 4025 are accessible by key card only.

CUSTODIAL SERVICES
In addition to office and teaching staff, select custodial services also have access to Bartlett 4025. Office and work spaces should be left so that custodial services is able to perform their
duties without moving boxes, papers, and other materials left on the floors around desks. The CIEP also employs a Housekeeper, who works two hours every day during the week and has access to 4025.

RESERVING CIEP ROOMS
The CIEP library/conference room, lounge, small conference room on the 4th floor, and computer lab are available for all staff to use. However, in order to make sure rooms are not double booked, rooms must be requested through the CIEP website. If the request is approved, you will receive an email and an invitation through Google calendar. The link for reserving CIEP rooms is located at http://www.uni.edu/ciep/room_request.

OFFICE SUPPLIES AND EQUIPMENT
CIEP office supplies are kept in Bartlett 3025B. All staff members are welcome to use whatever supplies they need for professional purposes. There is a check out system in place for electronic equipment (such as recorders, laptops, hover cams, etc.) that is maintained by the CIEP Secretary and Office Staff. If the supply of a particular item runs out or you need an item that is not in stock, you may fill out an office supply request form, located at http://uni.edu/ciep/staff/supplies. The CIEP Secretary places an office supply order about every 1-2 weeks.

TECHNOLOGY RESOURCES
The CIEP has many technology supplies available for check out, including but not limited to voice recorders, CD players, hover cams (miniature ELMOs), iPads, and laptops. In order to check out any of the CIEP technology resources, you must sign them out from one of the Office Staff members. As budgetary restrictions allow, a laptop is made available for all full-time term staff members and most full-time temporary staff members.

Teachers have access to any copier, printer, and computer not located in the Main Office. Please see the Program Coordinator about access codes or passwords needed to operate the equipment. In case of break downs or malfunctions with a copier, please notify the Office Staff as the CIEP maintains a service contract for the copiers and printers.

In case there are issues with a computer’s software or hardware, please call the Computer Consulting Center at 273-5555 for advice and directions. The center can issue a ticket for needed repairs and service calls if necessary. Also, please communicate serious issues to the Office Staff. You can also complete the technical assistance form located at http://www.uni.edu/ciep/technical-assistance.

DESK PHONES
Every full-time CIEP staff member has an Avaya 9611G phone at their desk. These phones should be used for professional purposes and for inter-departmental communication. To dial a campus number simply dial the last 5-digits of the phone number. The full user guide for the phones can be found at https://www.uni.edu/its/sites/default/files/avaya_9611_guide_draft_042014_0.pdf or by searching “Telephone User Guide” through the UNI home page.

The Office Staff will use the phone to communicate with staff/instructors about student appointments. It is recommended that staff program the CIEP Main Office phone number (3-2182) and UNI Police number (3-2712) into their phones.

CIEP CLASSROOMS
CIEP classes are taught in classrooms on the University of Northern Iowa campus. A campus map can be viewed at http://uni.edu/campusmap/. The rooms are assigned to the CIEP each semester by the UNI Registrar’s Office. These rooms may or may not be equipped with various instructional media devices such as ELMOs and computers; most all have projectors and black/white boards. Any device or equipment located in an assigned classroom is available to staff. However, staff members who need training to use a device should speak to the Program
Coordinator about where to receive training. If a classroom assignment is not, in the opinion of the teacher, appropriate for the needs of the class, the staff member can request a change in rooms from the Program Coordinator. The Program Coordinator will try to honor the request as much as possible. Teachers should not change classrooms on their own or contact the University Registrar’s Office or other departments for the purpose of finding a better classroom.

**CLASSROOM INVENTORY**
To assist in classroom assignments, the CIEP keeps a classroom inventory of all classrooms used by the CIEP. This list is maintained by the Office Assistant, and details classroom size, the equipment available, and if the classroom is normally locked. The inventory of classrooms is sent out every time a new CIEP schedule/session begins. You may fill out a classroom inventory form at [http://www.uni.edu/ciep/staff/classroom-inventory](http://www.uni.edu/ciep/staff/classroom-inventory) to help keep the list as up to date as possible. The form should also be sent to you at the end of every session.

**ACCESS TO CLASSROOMS**
Staff members who need keys for a secured classroom will have keys requested for them by the CIEP Secretary. They will receive the information from the Office Assistant, who will compile a list of teachers who need keys based on teaching assignments. The Office Staff will communicate with instructors on the procedure for unlocking classrooms while the key request is being processed.

Instructors will receive a confirmation email from the Physical Plant when the key request has been approved and will have go to the key shop on Hudson Road to sign out for the key(s). There is a $35 replacement cost for lost keys.

**UNI COMPUTER LABS**
In addition to the CIEP Computer lab, UNI has computer labs located around campus that can also function as instructional classrooms. A complete list of computer labs available for instruction on campus can be found by viewing Appendix C-2.

**UNI RESOURCES**

**PUBLIC SAFETY**
The UNI Department of Public Safety has two divisions, Police and Parking Services. There are 18 police officers employed by Public Safety, and there are always officers on duty 24-hours a day seven days a week. The officers are supplemented by Student Patrol, which is comprised of 15-20 students who assist in providing various non-law enforcement services to the campus community. For more information on Public Safety resources, visit [http://www.vpaf.uni.edu/pubsaf/](http://www.vpaf.uni.edu/pubsaf/).

**PARKING ON CAMPUS**
The use of UNI parking facilities, except metered areas, requires registration and a parking permit at all times. Applications for parking permits are made at the Department of Public Safety, 30 Gilchrist Hall, during posted business hours. Applications are also accepted online by registered students and current staff from April 1–August 15 for the yearly permit, or November 1–December 15 for those persons needing permits for second semester only.
The application can be accessed by going to www.uni.edu and clicking on MyUNIverse.
There are various types of permits, restrictions, and cost associated with each. Staff interested in purchasing a parking permit can view the UNI Public Safety webpage at http://www.vpaf.uni.edu/pubsaf/ for more information about types of permits and procedures and regulations for their use.

**INFORMATION TECHNOLOGY SERVICES**

Information Technology Services (ITS) offers individual instruction and workshops for staff members who want to learn more or require training in instructional technologies available to all UNI employees. ITS can also assist staff members with any issues they may have with the computers or log-ins. For more information visit https://www.uni.edu/its/home or call 3-5555.

**HUMAN RESOURCE SERVICES**

The Office of Human Resource Services, located in Gilchrist Hall 27, fosters an environment of integrity and collaboration through innovative solutions and communications contributing to the successful recruitment, development, and retention of University employees. This is where new hire paperwork is turned in and information about benefits is available. Visit http://www.uni.edu/hrs/ for more information.

*Employee Wellness Program.* A wide range of well-being services are offered through Human Resource Services to UNI faculty and staff. It is the Employee Well-Being Program’s goal to provide employees with the tools, resources, and education necessary to improve and maintain well-being, both at home and at work. More information can be found at http://www.uni.edu/hrs/wellbeing

*Employee Assistance Program (EAP).* The University of Northern Iowa recognizes that in the course of daily living, all employees face problems and difficulties. In some cases, these problems can become overwhelming and affect your relationships, health, performance at work, and self-respect. For this reason, UNI has contracted with Employee & Family Resources (EFR) to offer the EAP. EAP is a service that offers initial assessment/referral and short-term counseling for employees and their immediate, tax dependent family members, and/or those family members covered on the employee’s health insurance plan. EAP can address personal problems that may be affecting relationships, health, and work performance. Up to six sessions per problem can be made to assist you. More information is available at http://www.uni.edu/hrs/mybenefits/eap

**OFFICE OF COMPLIANCE AND EQUITY MANAGEMENT**

The Office of Compliance and Equity Management serves the University of Northern Iowa by:

- Monitoring the University’s recruitment and employment procedures to ensure diversity objectives are met and equal opportunity guidelines are adhered to
- Compiling and reviewing the University’s statistical analysis and reports concerning the workforce composition by race and gender, including the annual Affirmative Action Plan
- Receiving reports and complaints concerning alleged violations of civil rights and works toward resolution through investigation, mediation and other methods
- Overseeing compliance with various federal and state laws, executive orders, rules and regulations, including but not limited to the: Americans with Disabilities Act, Executive Order 11246, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972
- Serving as the University liaison with outside civil rights agencies, including but not limited to the: Iowa Civil Rights Commission (ICRC), Office for Civil Rights (U.S. Department of Education), Equal Employment Opportunity Commission (EEOC), Office of Federal Contract Compliance Programs (OFCCP)
- Supporting, leading and participating in efforts toward establishing and maintaining a culture which embraces diversity as a core value
If you would like further information about the Office of Compliance and Equity Management, please visit their website at http://www.uni.edu/equity/.

**ROD LIBRARY**

Rod Library has CIEP materials on reserve in the reserve room located on the first floor. Students can borrow these materials or be assigned to use them as part of a homework assignment. There is also a special CIEP section located on the third floor next to the Youth Collection. You can also schedule library orientations and tours as well as reserve rooms for instructional use by contacting the Outreach Services Librarian at 3-3730. Visit http://guides.lib.uni.edu/content.php?pid=468507&sid=3835296 to view the CIEP Library Guide, or visit http://www.library.uni.edu/ for general information about the library.

**WELLNESS & RECREATION CENTER**

The Wellness & Recreation Center (WRC) is available to UNI staff and faculty who pay a user fee. The WRC offers a free weight room, 200 meter indoor track, cardio equipment, pool, racquetball courts, basketball courts, fitness facility, fitness classes, and a climbing wall.

Employees have access to fitness and leisure classes, personal trainers, massages, adult and youth swim lessons, CPR and first aid classes, and over-the-counter products through the Student Health Clinic. Visit UNI Wellness & Recreation Services (WRS) for more information on the services offered. https://www.uni.edu/wellrec/faculty_services

**UNI CHILD DEVELOPMENT CENTER**

The UNI Child Development Center (CDC) is a non-profit early learning facility designed to meet the needs of young children by providing quality programming within a safe and nurturing environment. The program serves as an educational laboratory for UNI students majoring in Early Childhood Education and other related fields, facilitating the students’ learning about young children.

Each of the seven classrooms has two licensed teachers and several UNI student assistants for a high quality adult to child ratio. The mission is to provide a nurturing and safe environment to support learning for the families and students of the University and community by three interwoven elements: age appropriateness, individual appropriateness, and cultural/social appropriateness. The curriculum is based on accepted theories of child development such as Piaget, Vygotsky, and Erikson, with a Reggio Emilia emphasis. The curriculum is individualized to meet the needs of every child with full inclusion of children with special needs. Each family’s culture is respected and family members are encouraged to participate in the program. The program participates in the Child and Adult Food Care program serving nutritious meals and snacks included in the cost of tuition.

The CDC is open from 7:30 a.m. to 5:30 p.m. Monday through Friday. An evening program is available at low cost Monday through Thursday 5:30 p.m. to 9:30 p.m. for children birth to 6th grade. Summer sessions are optional for families and hours are Monday through Friday 7:00 a.m. to 5:00 p.m. No evening program is available during summer sessions.

The CDC serves children from birth to age six and also offers a school age program serving children kindergarten through sixth grade. Summer camps are also available by the week. Current rates for UNI students and non-students for academic year, school age, and summer programs can be found on the website.

For more information, contact the Child Development Center Coordinator at (319) 273-3946 or online at http://www.uni.edu/cdc.
CLASS SIZE
CIEP classes are purposely designed to be small in size to maximize the student’s interaction and language acquisition. Although the CIEP does not stipulate a maximum class size, its policy is to limit class sizes to 16 students whenever possible. Once a class enrollment reaches 17 students or larger, the Director makes the decision whether or not to offer a second section and split enrollment into two classes. A class must also have a minimum of 2 students in order to be offered.

The CIEP makes every effort to meet the instructional needs of all of its students, especially in regards to offering classes. If, however, circumstances make it economically unviable to offer a class due to low enrollment and/or lack of staff, the CIEP will do its best to offer an alternative arrangement. Although separate arrangements are not preferable, they are necessary in instances where student immigration status is at stake. An alternative for replacing a class may include offering an independent study with a tutor.

CLASS HOURS AND BREAKS
CIEP classes should begin on the hour listed in the printed schedule given to each student. A class hour is 50 minutes long followed by a 10 minute break. The exception is the writing/grammar class, which requires 100 minutes of instruction. Instructors may choose to offer students an optional 10 minute break at any point during the writing/grammar class, but it is not required.
In special circumstances whereby students and/or staff must walk some distance between classes, class times can be adjusted to start and end on slightly different times provided the class is still 50 minutes in length, the break time is accommodated, and everyone enrolled agrees to the time change. Also, the staff member should advise the Program Coordinator of any such adjustments. Finally, staff members are required to be in attendance at all times specified in the schedule unless out on sick leave or some other approved leave of absence. See the section Policy on Vacation Requests, Sick Leave, and Time Off for types of excused absences.

**FOOD AND DRINK**

As an instructor, it is up to you to establish the food and drink policy for your classes. However, some buildings have specific food and drink policies for the classrooms you may use. If the building you are teaching in has any policies regarding food and drink, you must follow the policies when you are teaching in that classroom. You may find out the building policies online or by asking the CIEP Office Staff.

**ELECTRONIC DEVICES**

It is the policy of the CIEP not to allow the use of personal electronic devices during any chapter or unit exams, midterm or final exams or other testing situations without the permission of the instructor. Personal electronic device include but are not limited to: electronic dictionaries, computers, cell phones, communication devices other than cell phones, etc. Students are required to put these in their bags or backpacks during exams.

If a student uses an electronic device during an exam without the permission of the instructor, it is considered an act of cheating and they are subject to the same penalties as described in the cheating policy. Cheating and plagiarism are considered serious offenses in both the CIEP and UNI and result in severe penalties.

For general classroom use, the CIEP follows the electronic devices policy established and approved by the University. This policy states that every instructor at the University of Northern Iowa has the authority to restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. It prohibits the use of electronic devices for recording, videotaping, photographing instructors or classmates in the classroom without previous authorization.

The university policy on personal electronic devices in the classroom can be found at [http://www.uni.edu/policies/317](http://www.uni.edu/policies/317).

If a student does not follow this policy while in the classroom, the student can be immediately dismissed from the classroom and the student’s absence will be recorded. If a student violates the policy a second time, they will be subject to discipline as defined by the student conduct code procedures. This could include (but is not limited to) a warning to the student, a charge filed against the student, loss of specified privileges, fines, or delayed registration.

The student conduct code disciplinary actions can be found at [http://www.uni.edu/policies/302](http://www.uni.edu/policies/302).

**ENGLISH ONLY**

English is the medium of instruction in the CIEP. This policy has several purposes: it allows students every opportunity to practice using English; it encourages the negotiation of meaning; and it promotes the inclusion of people from a variety of national backgrounds in their conversations and activities. Therefore, staff members must enforce English only in classrooms and offices.
STUDENT ATTENDANCE AND ILLNESS

Due to the intensive pace of instruction in the CIEP, it is important for students to attend and participate in classes regularly. In addition, immigration regulations state F1 students must pursue a full course of study and regular class attendance. Therefore, attendance must be taken for every student for every class during the session including field visits outside of the classroom such as a library tour or computer lab session.

In addition, the total number of absences should be recorded with the final grade report. It is also important to remember that three tardies is the same as one absence, and that if a student misses a writing/grammar class it is counted as two absences since the class is 100 minutes instead of 50 minutes.

There are no excused absences in CIEP. Students who miss tests and homework are still responsible for them despite being absent. Therefore, if a student is absent and misses a test, presentation, or composition paper, he or she is still accountable for missed material. Even though there is no formula to calculate attendance as part of the final grade, it is assumed that poor attendance will lead to poor performance in class, affecting the student’s grade accordingly. It is up to the individual teacher to set a makeup policy for the class and to state the policy in the class syllabus.

If a student knows she or he will be absent for several classes, they need to inform the Office Staff, who, in turn, informs the Director. If a student stops attending class and is absent for five consecutive class meetings or more, the staff member should notify the Director.

CLASS VISITORS

No person who is not a member of the class is allowed to visit, make announcements, or presentations to a CIEP class unless given written permission by the Director. Staff are given some discretion about inviting speakers to their classes; however, staff are strongly advised not to allow students to invite their friends and family to class to observe, make announcements, or other reasons.

Moreover, anyone conducting research must have permission from the Director (see section on Research Conducted in CIEP).

CLASS OBSERVATIONS

Students in the TESOL program taking TESOL classes are required to observe ESL classes. In an agreement between the CIEP and the TESOL program, one of the options available for TESOL students is to observe CIEP classes. The TESOL professor will contact the Director to request the observations. If approved, the CIEP Main Office will have an observation sign-up for the TESOL students.

Only full-time term instructional staff are able to be observed by TESOL students, and no more than 4 observations for each instructor are allowed per semester. After TESOL students sign up for an observation time, they are instructed to communicate with that teacher to determine an appropriate time to observe the class. See Appendix D-1 for an example of the TESOL observation sign up sheet.

CLASS ROOM ASSIGNMENTS

The Program Coordinator works with the UNI Registrar’s Office to secure rooms for CIEP classes. Once the schedule is created and room assignments made, staff will report to their assigned rooms. However, in the event that an assigned classroom is not adequate in size,
media equipment, room configuration, or is occupied by another class, the staff member may request a new room assignment. Within limits, the Program Coordinator will make an effort to honor the request.

**CLASS CANCELLATIONS AND CLASS SUBSTITUTIONS**

The policy of the CIEP is not to cancel classes. Instead, in an emergency situation whereby a staff member is unexpectedly unable to teach her/his class due to a health issue or other emergency, another staff member will be called upon by the CIEP Director (or CIEP Program Coordinator) to take over the class.

Full-time or part-time staff members are called upon for these situations. For this reason, sick lesson plans for all classes are kept on file. However, it is appropriate for the person (or surrogate) to call the CIEP Main Office (319-273-2182) to notify the CIEP about his or her absence and to leave (or send by email), if possible, directions for that day’s lesson. More information about sick day lesson plans can be found in the curriculum section.

Normally, individuals absent for more than one day communicate with the CIEP Director (or Program Coordinator) about their needs and personal leave time if necessary. Staff should fill out their time-card based on the arrangement that was approved by the Director.

In many instances, staff members teaching another section of the same class are called on to cover. For all situations involving a staff member covering a class, the CIEP Director considers the staff member’s current obligations, teaching experience, and previous substitutions done during the session.

If a staff member knows ahead of time that she or he will be missing from class, he or she should contact the Director ahead of time to arrange coverage.

If the absence is planned, the staff member should provide lessons plans ahead of time to the substitute staff member. Staff who are out sick for more than two (2) days should communicate this to the Director so that arrangements can be made for class coverage. Staff should NOT arrange for a substitute teacher by themselves.

However, University and CIEP classes can be cancelled due to severe weather. The Executive Vice President and Provost may declare a delayed start or cancellation of classes due to severe weather. Such declarations apply to students and staff members, but do not apply to essential UNI
WEATHER RELATED EMERGENCIES

In cases of severe weather, the UNI home page announces early or late closings or suspension of operations for all non-essential personnel at the University. Staff members typically code the time missed as vacation (or off duty for temporary P&S employees) unless other arrangements are agreed to by the employee and supervisor.

The Vice President of Administration and Finance may declare reduced operations due to a severe weather emergency. Such declarations apply to staff and students and may involve a delayed start of the normal work schedule to permit safer travel, clearing of fire lanes and parking lots or when incidents such as fire, power failure, etc. render work sites unsafe or uninhabitable.

Absence Reporting and Work Conditions

All CIEP staff and staff are expected to make appropriate adjustment in their activities in consultation with the Director as a result of severe weather or working conditions. The UNI website and/or local news media may announce class cancellations or school closing at UNI.

Also, it is appropriate to consult the CIEP Main Office (273-2182) or the Director (273-2853) or UNI Police (273-2712) for any situation regarding incidents affecting working conditions at UNI.

TEACHING ASSIGNMENTS

At the end of each session, the instructional staff is asked to indicate subjects and levels they would prefer to teach for the next session. The Director makes every attempt to match these preferences with programmatic needs.
Of course, staff can provide or discuss their teaching preferences with the Director at any time. The Director later meets with the Academic Support Coordinator to consider teaching assignments for staff.

Following are some constraints and considerations when assigning classes. They are not presented in any sequence or order of importance because programmatic needs change with each session.

**Logistical Considerations:**
- Possibility of splitting larger classes into separate sections.
- Consecutive classes (different content) in different buildings.
- Required academic classes for graduate assistants.
- Limiting number of higher level classes for single staff member in one session.
- Required academic classes for concurrently enrolled students.
- Relation of course to research project or curriculum development work.
- Consider teacher’s likelihood of getting same students as previous session.
- Limit number of consecutive times a staff member has taught the course.
- Consider academic classes attended by full-time staff.
- Consider teacher’s experience and preparation for teaching the course.
- Consider staff member’s preparation and enthusiasm for teaching the course.
- Consider likelihood of teacher having the same students in multiple classes.
- Consider success of partnership between teachers in different sections of same course.

Graduate Teaching Assistants (GTA) are assigned to teach classes in the CIEP based on their availability and teaching experience. In addition, the Director consults with the TESOL Program Coordinator to review the prospective GTA’s background, possible placement in the CIEP staff, and suggestions for a teaching assignment.

**TOEFL Score.** Instructors are required to score at least a 590 on a paper-based TOEFL or a 7 on an IELTS. This requirement ensures that CIEP’s entire instructional staff can demonstrate a degree of English language proficiency commensurate to his or her teaching assignment.

CIEP will reimburse instructors for the cost of two tests. Instructors who score within 5% of the target score will be permitted a six month extension to meet the requirement. Instructors who fail to meet the requirement will be restricted to teaching beginning classes or reassigned to non-teaching duties until they can meet the prescribed English language proficiency standard.

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For more information on program policies, be sure to review the CIEP Student Handbook online at:

www.uni.edu/ciep/students/handbook
PHILOSOPHIES AND METHODS

The student learning outcomes provide a specific set of teaching goals and student learning objectives that guide instructors to teach their classes. In addition to student learning outcomes, CIEP instructors adhere to the class overviews and syllabi when they teach. Although there is no particular methodology required to follow by all instructors, the teaching materials reflect the following principles and suppositions about language teaching:

• The focus of teaching is on the learner, who is in the program to study for academic purposes.
• Student learning outcomes are based on student exit performance objectives and the goal of academic preparedness of students.
• The curriculum promotes an approach in which skills learned in each level are based on skills learned in a previous level. Whenever possible, language functions and teaching points are recycled as the learner advances in the program both for classes taught in the same skill area as well as across the curriculum in other skill areas.
• The teacher is free to apply his or her instructional style and strengths as a teacher in helping each student achieve the outcomes set for the class and their own language goals.
• Appropriate study skills and effective learning strategies are an integral part of the curriculum and teachers emphasize these, too, in helping students achieve the course outcomes.

METHODS OF INSTRUCTION

The CIEP does not prescribe a specific teaching method that all instructors have to follow. It is up to the teacher to determine the best instructional method that would be most appropriate to the students’ level of proficiency, type of material, assigned text, and that would be most effective in helping students achieve student learning outcomes for the class. Student Performance, Instructor, Director, and Academic Support Coordinator observations as well as Teacher and Student Feedback Forms all aid in evaluating the success of the various instructional methods.

TEACHER TALK AND ENGLISH ONLY

When staff members address students, they should learn their names and ask how each wants to be addressed in class (i.e. nicknames). Also, staff should minimize slang expressions, idioms, and obscure references to American culture unless explicitly teaching them and instead use transcultural examples and analogies. They should give students extra time to process information especially
when asking questions, paraphrase more complex ideas, avoid ambiguous language, and be aware that hand gestures do not have universal meanings. Moreover, staff can write key words and concepts on the board, use the projector, or computer, and finally, show patience.

Staff should not expect students to express themselves candidly, forthrightly, or easily. Often students come from backgrounds where asking questions in class or interacting with classmates is not the norm. Sometimes staff members have to patiently coach students to speak in class, especially before classmates. However, if students gain courage and participate freely, they have much to add. Finally, staff members who create a successful learning environment do so by encouraging mutual respect for all students’ contributions.

The CIEP requires its instructors to reinforce the English only policy in class. Students should speak English only in class to receive as much speaking practice as possible. Teachers speaking other languages than English are recommended not to use these languages in class and adhere to English only.

TEACHING ACADEMIC CULTURE

Students familiar with educational systems in their own country have various expectations about the roles of students, teachers, and procedures in general. Often students have expectations about studying that are contrary to academic culture in the U.S. (see Erroneous Expectations listed below). Therefore, it is absolutely necessary that staff instruct students on a regular basis about what is expected of them by the staff.

Moreover, staff should discuss cultural values relative to an American academic setting (i.e. deadlines, understanding syllabi and handbooks, testing formats, plagiarism, office hours, etc.) as well as in our overall society (i.e. individual freedoms, political correctness, cultural expectations, etc.). Also, CIEP students have few first-hand sources of information and depend on the staff for guidance about cultural expectations. Staff is expected to provide this information as part of the CIEP curriculum and instruct students on a regular basis about what is expected of them in a U.S. academic setting.

Erroneous Expectations on the Part of Some Internationals. The following are samples of expectations held by some international students based on their own experiences:

- Students do not speak in class unless called upon or wait until after class.
- The teacher is the only source of knowledge about the material; there’s no need to listen to classmates’ comments.
- Oral exams are the preferred method of testing.
- To pass a class, students must pass a comprehensive final exam; nothing else matters.
- Plagiarism is acceptable if you are imitating experts who have set the standard of knowledge.
- Conformity and imitation are best; original thinking is not.
- Tests reflect only what is said by the teacher and not the texts.
- No one should have to turn in a test unless finished; time limits for exams do not exist.

MENTORING

New staff go through an extensive orientation program. After that point, the Academic Support Coordinator serves in a mentorship role. The Academic Support Coordinator answers questions related to delivery of the curriculum and curriculum guidelines and gives guidance on delivery of course content, class management issues, and use of course materials. He/she also supervises and evaluates Program Assistants and Graduate Teaching Assistants and oversees committee work.

In addition, Academic Support Specialists and Academic Support Assistants have the role of serving as mentors to new instructors in the
program. All new instructors are matched with senior staff teachers who can answer questions regarding the CIEP curriculum materials, teaching tips, policies and resources, location of materials, and classroom management issues. Program Assistants and Graduate Teaching Assistants should contact their mentors in order to schedule formal consultation times. An instructional staff member teaching a class for the first time is encouraged to actively investigate what adaptations and variations are appropriate by asking what other staff members have done successfully with the same materials and similar students in the past. Finally, new instructors are encouraged to bring up their questions at level meetings or with their level leaders.

PRACTICUM STUDENTS
Each year the MA/TESOL program offers a practicum class for its students. The overall objective of the course is to help the student to begin learning about his or her strengths and preferences as a teacher of English to speakers of other languages and familiarize the student with the range and responsibilities of teaching professionally in this field. The course seeks to accomplish this through supervised teaching, observation, and professional development.

Practicum students may be assigned to observe CIEP classes, teach two (2) lessons, and be mentored by a CIEP faculty member. The practicum coordinator/supervisor observes the lessons taught by the practicum student. However, practicum students assigned to observe and work with a CIEP teacher should conform to the expectations of that teacher. Likewise, CIEP teachers unclear about the role of practicum students in CIEP classes should communicate with the practicum coordinator/supervisor to be sure what is expected of them as mentors and what is expected of the practicum student in general.

The practicum coordinator/supervisor is a faculty member of the MA/TESOL program under the auspices of the Department of English Language and Literature at the University. Any questions, issues or concerns regarding the assignment, relationship, or participation of the MA/TESOL practicum student in the CIEP should be brought to the attention of the CIEP Director and/or practicum coordinator/supervisor.

Responsibilities of the TESOL Practicum Student
• Attend the scheduled meetings of the class as directed by the cooperating teacher. Attend and participate (as directed by the teacher) in the assigned class on all of the agreed upon days. Ideally, class attendance will be at least three days a week.
• Contact the cooperating teacher and practicum coordinator/supervisor immediately if unable to attend the assigned CIEP class due to illness or emergency. Practicum students are responsible for making up any material or instructions that may have been missed during the absence.
• Talk with the cooperating teacher about the practicum student role or roles in the class. Be in agreement on requirements for class participation, interactions with CIEP students, and amount of participation on class planning, teaching, and student evaluation. This discussion should be ongoing throughout the practicum period.
• Assist the cooperating teacher as much as possible with teaching and other tasks. During the semester (classroom periods) during the semester (two per 8 week session in CIEP), and arrange for one of those classes to be observed by Dr. Milambiling. If possible, teach more than the minimum required teaching hours if the cooperating teacher agrees.
• Hand in the lesson plan at least a day prior to the practicum coordinator/supervisor observation of the CIEP class (may attach it to an e-mail) and make an appointment to meet for a short post-observation discussion.
• If there are any problems that have to do with the class or the cooperating teacher, it is best to talk with that teacher first. Consult the practicum coordinator/supervisor if this is not possible.
Responsibilities of the Cooperating Teacher
• Be a mentor and role model for the practicum student during the time the student is assigned to the CIEP class.
• Provide the practicum student (preferably in written form) with expectations of this class in terms of content and day-to-day procedures. The practicum student should attend the CIEP class at least three times a week, but if this needs to change please let the practicum student know.
• Provide opportunities for the practicum student to participate in the preparation, teaching, and evaluation of the class. This will vary depending on the practicum student and the CIEP class; if there are any questions or concerns, don’t hesitate to contact the practicum coordinator/supervisor.
• Give the practicum student informal feedback on their activities in class—this can be positive or negative. If there are any problems the practicum coordinator/supervisor should be aware of, let them know.
• Help the practicum student arrange the times when the practicum coordinator/supervisor can come and observe the Practicum student teaching the class. They are required to be observed once during the regular UNI 16-week semester.
• Respond to an e-mail from the practicum coordinator/supervisor at the end of the semester (or, if CIEP, fill out the evaluation form distributed by your department) that asks questions about the student’s performance, including the classes that the practicum coordinator/supervisor observed.
• Complete the Practicum Student Evaluation (Appendix E-1) and provide a copy to the proacticum coordinator/supervisor and practicum student.

CURRICULUM OVERVIEW
General Overview
The CIEP employs a skills-based program offering classes in various levels of proficiency. Therefore, new students are tested and placed into their classes based on their abilities in a specific skill. Language skills are taught in the CIEP in the following classes: 1) Listening & Speaking, 2) Writing, and 3) Reading. Writing and grammar are taught together, usually by the same instructor, as a single class called Writing. Moreover, listening and speaking are taught together in the same hour while reading is taught separately. Listening/Speaking classes and reading classes are 50 minutes in length. Writing classes are 100 minutes in length with a 10 minute break.

The CIEP offers instruction for seven (7) levels of proficiency. These levels range from lowest –level B to the highest –level 7. Levels B, 2, and 3 focus on acquisition of basic skills and building a solid foundation for the instruction presented in levels 4, 5, 6, and 7. The textbooks have been chosen with this focus in mind. Also, it is important to remember that mastery in skills such as spelling, punctuation, pronunciation, paragraph formation, understanding parts of speech, basic sentence formation, signal words, understanding words from context, and dictionary usage are just as important as learning skills involving higher order/critical thinking skills, range of expression, note-taking, presentation skills, synthesis of ideas and other more advanced learning objectives. Therefore, mistakes in the basic skills cannot be overlooked or glossed over in student work in the hope that students will learn them over time or by exposure to “real” language. Instead, by insisting on mastery of basic skills, students will be better prepared to incorporate more advanced language skills. Accepting language that presents the student in a way that is inappropriate for his or her proficiency level is a disservice to both the student and the CIEP.

Finally, the content of the curriculum is only a vehicle for teaching skills. An instructor who shows interest in the content helps students become more engaged in the work. It is important for teachers to become familiar with student learning outcomes, overviews, syllabi, textbooks, curriculum guidelines, and other materials on the electronic database for the CIEP prior to teaching the class. Also, due to the fact that teachers may or may not have much notice prior to learning their teaching
assignments, it is important for them to consult other staff regarding their experience with a course and its materials.

READING
The reading classes provide students with skills, strategies, and practice necessary to read, comprehend, and analyze various types of texts, which better prepare them for extensive academic reading requirements. Students in all levels work to increase their vocabulary and acquire strategies and skills for understanding word meanings and analyzing texts for better comprehension. The texts increase in complexity and length as students advance through the program.

In the lower levels (Bridge – Level 3), reading students develop their competence by reading shorter modified texts related to basic academic topics while actively acquiring new vocabulary and learning how to note basic concepts. In intermediate levels (Level 4-5), students read longer, slightly modified texts, increase their knowledge of academic vocabulary and critical thinking skills, develop basic research skills, and note details. In advanced levels (Level 6-7), students work with slightly adapted or unmodified academic texts, polish their reading strategies and critical thinking skills, research academic topics, and practice taking graphically organized notes based on academic texts.

Some of the reading student learning outcomes in the low levels include selecting main ideas, identifying basic summaries, distinguishing factual and opinionated statements, expressing opinions in relation to simplified and modified texts, and analyzing data from general charts and graphs. Later in intermediate levels, students acquire strategies such as summarizing and paraphrasing main ideas and supporting sentences, identify and support an inference, critically analyze ideas, interpret data from charts and graphs, and construct notes. Finally, in the highest levels, students paraphrase and summarize longer academic texts, analyze and interpret concepts from such texts as well as construct notes from an academic reading.

In addition to their textbook, students in the Bridge level use a supplemental reader to be able to read an extensive reading, increase their vocabulary, and improve their reading skills. The reading to be used is assigned on a rotational basis and is given to the instructor at the beginning of each session. Students are required to read chapters from the reader at home and be ready to discuss the reading in class. During the term, teachers should discuss the book with the students and assign a variety of activities to check students’ understanding of the reading, such as vocabulary logs, quizzes, tests, and in-class worksheets.

Students in intermediate and advanced levels (Levels 4-7) use Weekly Academic Reading Packets and read academic articles and textbook chapters and further develop their critical thinking skills. These pre-made packets can be found on the V: drive.
Each week students complete corresponding activities to practice reading and research skills. Students’ work with these reading packets is graded and grades are included into the students’ grades under the “weekly reading assignment” category.

Students in the Bridge level and levels 2 and 3 work with the Reading Horizons Elevate computer software to fulfill their weekly reading assignment requirement. Reading Horizons Elevate is an interactive software program, which helps students improve different aspects of their English including pronunciation, spelling, grammar, vocabulary, and reading. Reading instructors in levels 2 and 3 need to reserve the CIEP computer lab for one hour a week to take students and allow them time to work on the software. For more information about this software program, information on how to set up student’s profiles, and how to grade student’s progress, please see the Elevate Guidelines located on the V:/Curriculum/2014 Reading Committee/Elevate. Instructors should consult the Reading Curriculum Guidelines for detailed information about reading classes. These guidelines can be found on the T: drive/CIEP Teachers in the Reading folder.

LISTENING/SPEAKING

Listening and Speaking are taught together in a 50-minute class block. The CIEP Listening/Speaking curriculum is heavily weighted toward academic listening skills. The listening element constitutes 70% of each course and the speaking element constitutes 30%. Class instruction, quizzes, tests, and exams should be weighted to reflect this 70/30 breakdown. The focus of Levels B-4 is on building vocabulary, listening comprehension, and dictation skills; the focus of Levels 5-7 is on academic lectures, note-taking, and oral presentation skills.

Listening/Speaking logs constitute 10% of the grade in Levels 2-7. Logs are an opportunity for students to practice their listening and speaking skills outside of regular class hours. The individual instructor decides what activities to assign for listening/speaking logs. Often, instructors assign CIEP-sponsored activities (for example, Retired Senior Volunteer Program, class exchanges, culture talk, culture hours, etc.) as log activities. The CIEP Student Services Coordinator is the contact person for more information about these activities. Instructors are also free to design other log activities that are tied to the class outcomes. For more detailed guidelines, refer to the Listening/Speaking Curriculum Guidelines on the T:/ drive by following the path: T:/ CIEP Teachers/ Listening & Speaking/ LS Curriculum Guidelines.

WRITING AND GRAMMAR

Writing and grammar are taught together in a two-hour section. These two skill areas are combined as one grade. The writing element constitutes 60% of each course and the grammar element constitutes 40%. The grading system indicated on the standardized writing/grammar syllabi are weighted to reflect this breakdown. For example, the writing final exam is worth 15% while the grammar final exam is worth 12%. However, in order to maintain this 60/40 breakdown, teachers must take care not to give tests and quizzes solely on grammar, which would unduly weigh the grammar portion of the course. As much as possible, grammar and writing should be integrated together and not taught as separate skills. It is up to the individual instructor how best to divide up the two-hour block.

In Bridge writing, students work on building their writing skills at the sentence level, with a focus on English word order and using simple present and present progressive tenses. In Levels 2-4, students build their writing skills at the paragraph level in a variety of rhetorical styles, focusing on development of topic sentences and supporting ideas. Students in these levels expand their use of verb tenses from simple present to simple past, future, progressive, and present perfect verb tenses, as well as imperatives, questions, modals, and gerunds and infinitives. The focus
of Levels 5-6 writing is for students to transition into the academic essay. The focus of grammar in these high-intermediate levels is on verb tenses, clauses (noun, adjective, and adverb), passive, conditionals, and parallel structure. In Level 7, grammar is no longer taught explicitly and the focus is on writing summaries of research articles as well as a fully developed academic research paper.

**Compositions** in writing are used in a broad sense to refer to a piece of writing on one topic: moving from sentence to paragraph to essay level as the students progress through the program. All writing classes follow the process approach to writing. This means that students will write multiple drafts of each composition, with the goal of improving the compositions along each step. Generally, there are three drafts for each composition, but it is up to the individual instructor to decide exactly how many drafts are required and what form of feedback (peer or teacher) to give between each draft. It is also the decision of the class instructor how to weigh each draft (for example, 10% for first draft- 30% for second draft- 60% for final draft). All compositions should be evaluated using a rubric. Rubrics can be found on the V:/ drive in the CIEP teachers/ Curriculum/ Writing folder under the appropriate level and unit. The CIEP also has a standardized set of Writing & Editing symbols that can be found on the V:/ drive in the CIEP teachers/ Curriculum/ Writing folder. These should be used to ensure consistency across instructors and levels. Finally, it is required that all compositions in Levels 3-7 be submitted through Turnitin to check for plagiarism. It is also recommended that instructors require first and sometimes second drafts (especially if the first draft is an outline) to be written by students in class under the direction of the instructor to prevent plagiarism.

The CIEP computer lab in Bartlett 3021 can be reserved for in-class writing using the Room Request form on the CIEP website. If the CIEP computer lab is not available, there are computer labs available for reservation in Rod Library, ITTC, and other locations on campus. For more information about handling cases of plagiarism and cheating, refer to the Assessment: Plagiarism and Cheating section of this handbook.
**Journals** are shorter pieces of writing on topics selected by the instructor. The overview for each level gives guidance as to how many words journals should be at that level. Generally, instructors assign 3 journal topics per week. The topics can be selected to elicit the grammar and/or writing styles being taught. To deter plagiarism and paper recycling, it is also recommended that journal topics be submitted through Turnitin.

For more detailed guidelines, refer to the Writing Curriculum Guidelines on the T:/ drive by following the path: T:/ CIEP Teachers/ Writing/ Writing Curriculum Guidelines.

**BRIDGE**

The CIEP Bridge class is a beginning to high beginning ESL class. During placement testing, students who struggle to write a complete sentence without copying are given a bridge placement test and are often placed into a Bridge class. A Bridge class is typically a mixed level class, so teachers may need to adjust activities for their students; however, student learning outcomes for the classes still need to be met.

A Bridge level in the CIEP differs from other levels in several ways. Students in the Bridge classes are not graded as other CIEP students. Students only receive a grade for their exit test, which indicates whether a student is ready to pass to the next level or needs more time in Bridge. Teachers can still keep partial grades for quizzes, tests, and other assignments; nevertheless, these grades are not official and have no influence on student’s progress to the next level.

Students take the exit exams in each skill area (Reading, Listening/Speaking, and Writing) during the final week. Passing the exit test is the only way students can move onto level 2. If a student does not pass the exit test, he or she will have to retake all Bridge classes. Students are informed about the exit test policy in the Bridge Letter which they receive from one of their instructors during the first week of classes. The instructor should explain the content of the letter in class, ask the students to sign the letter and then collect the letters and submit them to the CIEP office.

Another specific aspect of the Bridge level is a regular use of the computer lab. Bridge students come to the computer lab with their instructors three times a week (typically for an hour for each class) to work with the Reading Horizons Elevate software program. Instructors need to reserve the computer lab for this use at the beginning of each session. More information about the Reading Horizons Elevate program can be found on the V: drive in the Bridge folder.

In the Reading Bridge class, students practice reading picture based and simplified texts applying basic reading skills. There are two textbooks an instructor can work with: a low level and a higher level text. Based on the results of diagnostic tests, a teacher can choose where to begin reading in the textbook. In addition to their textbook, the students are required to read a supplemental reader. For more practice, the Youth Collection of the Rod Library has books that have been marked with green (low) and orange (more advanced) stickers appropriate for CIEP Bridge students.

In the Writing Bridge class, during the first week, students review basic English skills, including the alphabet, numbers, directions, and basic vocabulary. Throughout the session, Bridge students improve their spelling, increase their vocabulary knowledge, and learn to write simple sentences using the proper capitalization and punctuation rules. By the end of the session students should be able to write simple sentences using the present simple and present progressive tenses and other basic grammatical structures. Spelling is a very important part of the Writing Bridge class; therefore, teachers are encouraged to require spelling logs for the class. Writing textbooks are assigned on a rotational basis. Teachers will be informed at the beginning of each session which textbook to use. The use of a picture dictionary is
highly encouraged even though students are not required to purchase it.

In the Listening/Speaking class, students expand their vocabulary, focus on sound-symbol correlation and correct use of grammar in spoken discourse. By the end of the course, students are expected to produce complete sentences and questions about basic topics, such as personal information, family, classroom objects, weather, daily activities, food, etc.

Bridge students generally do not participate in the Conversation Partner Program or in RSVP and they are not expected to attend Culture Talks. Rotations of textbooks are assigned. Instructors should see the Bridge Highlights document located on the T: drive/CIEP Teachers/Bridge for more information about the Bridge classes.

SPECIAL PROGRAMS
Special programs are customized programs that are designed to meet the needs of a particular group. These groups are generally not placed in the regular academic preparation program, and they may not follow the regular 8-week session schedule. These include the English Language and Culture Immersion program and Intensive Business English Program. Special programs have a customized curriculum with outcomes, exams, etc. designed to meet their needs. Instructors selected to teach a course for a special program generally teach these courses in addition to their regular course load and receive special compensation for the course. Materials used in previous special programs can be found on the V:/ drive in the “Special Programs Course Material” folder.

ELECTIVES & PROPOSING NEW COURSES
Occasionally the CIEP offers elective courses to help students practice English skills outside their regular classroom schedule. Elective classes are optional classes that meet typically twice a week and focus on specific needs of students. The list of elective courses may vary each session and each course may not be available each session. Some of the elective courses that have been offered to students in the past include the Pronunciation class, Review class, Drama class, TOEFL Preparation, Exploring American Culture, and others. Students do not receive grades in elective classes. The CIEP welcomes proposals from the teaching staff for new courses and electives. All new elective and course proposals need to be discussed with the Academic Support Coordinator and approved by the Director before being offered. The Director grants permission to teach an elective course based on a variety of factors including the current enrollment and other programmatic needs.

TEACHING ESSENTIALS

PLACEMENT TESTING
Placement testing of new students occurs prior to every session. Depending on the number of new students, placement testing may take place over one or two days: one for CIEP-admitted students and one for conditionally admitted students. In addition, there is a make-up placement day offered for late-arriving students.

Generally, full-time instructors (Academic Support Specialists and Academic Support Assistants) are required to take part in evaluating placement exams. Program Assistants who have been through norming may also be asked to take part in evaluating placement exams. Graduate Teaching Assistants are not required to take part in placement testing but may sometimes assist in supporting roles. The battery of tests are proctored by the Academic Support Coordinator, with assistance from other staff members. Instructional staff evaluate the completed exams.

At the end of each placement testing day, there is a placement meeting in which full-time instructors determine level placements for each student based off of their scores on each section of the battery of tests. If a student is placed in different levels for different classes, it is CIEP policy that students not
be placed in classes more than one level apart. For example, if a student’s lowest placement is level 3, then the student’s other classes should not be higher than level 4. This policy is to prevent students from becoming overwhelmed by the material covered in their highest level class or classes.

**SYLLABI**
CIEP syllabi for each course are standardized and can be found on the T:/ drive. The syllabus for each course includes a description of the course, textbook(s), student learning outcomes, grading percentages, grading scale, CIEP policies, disability services statement, etc. **Information on the standardized syllabi should not be removed or changed.** Instructors should add the specific information pertinent to their class (contact information, office hours, class location, etc.) as well as any additional policies that they have for the course (for example, a make-up or tardy policy). For more details on what information is standardized and what information an instructor can delete, please see the Components of Syllabi chart.

Syllabi should be disseminated and discussed with students during the first week of classes. Instructors should explain the information on the syllabi and answer any questions that students have. Many instructors choose to give a syllabi quiz during the first week of classes to ensure that students have read and understood the information on the syllabi. It is also recommended that instructors make an electronic copy of the course syllabus available on the eLearning portal for the course.

**DIAGNOSTIC TESTS**
Diagnostic tests are preliminary tests required to be administered to students during the first week of classes. These tests assess student learning outcomes that students need to accomplish by the end of the level. Diagnostics provide instructors some idea of what students already know or do not know, understand, and use; however, they are not designed to measure whether students successfully completed the previous level’s student learning outcomes. The purpose of diagnostic tests is to test whether new students are placed appropriately. Diagnostic tests are not graded. Teachers should bring the results of the diagnostic tests for their class to the post-placement meeting for reference. Finally, instructors are advised not to share answer keys to diagnostic tests with students and should keep the tests in their files. Instructors can find diagnostic tests on the T: drive under CIEP Teachers and the appropriate skills area and level.

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<thead>
<tr>
<th>Components of Syllabi</th>
<th>Can It Be Changed?</th>
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<tr>
<td>Mission Statement</td>
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<tr>
<td>Class/Instructor Information</td>
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<tr>
<td>Textbook(s) Information</td>
<td>x</td>
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<tr>
<td>Course Description &amp; Particulars</td>
<td>x</td>
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<tr>
<td>Grading System</td>
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<td>Grading Scale</td>
<td>x</td>
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<td>CIEP Attendance Policy</td>
<td>x</td>
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<tr>
<td>Electronic Devices Policy</td>
<td>x</td>
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<td>Technical Support</td>
<td>x</td>
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<tr>
<td>ADA Statement</td>
<td>x</td>
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<tr>
<td>Safety Zones</td>
<td>x</td>
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<tr>
<td>Goals &amp; Outcomes</td>
<td>x</td>
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<tr>
<td>FAQs</td>
<td>✓</td>
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<td>Instructors must add....</td>
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<tr>
<td>Make-up Policy</td>
<td>✓</td>
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<tr>
<td>Midterm &amp; Final Exam Dates</td>
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**Student Learning Outcomes.** The student learning outcomes (SLOs) furnish a CIEP instructor with a specific set of teaching goals and student performance objectives for a specific class. SLOs are written in terms of tasks and strategies that seek to prepare students for academic study at the university. There are a variety of assessment tools that determine to what degree a student has met stated SLOs.

Student learning outcomes are made available to students and faculty through course syllabi distributed to students at the beginning of each course and also through the CIEP website. Instructors can also find a comprehensive list of the student learning outcomes on the T: drive under CIEP Teachers.

**Overviews.** Weekly class overviews are documents that help an instructor understand in detail what is material needs to be covered in each class and what student learning outcomes students need to accomplish in order to be promoted to the next level. Most class overviews are organized by weeks (Week 1-8). They inform the teacher about specific student learning outcomes and chapters of the textbook that need to be covered and skills and strategies that students need to learn in each week.

Class overviews might include the title of the required textbook(s) as well as titles of any supplemental books, a list of chapters and/or pages of the book to be covered, CD tracks, and other information to teach the course. All class overviews can be found on the skill area folders on the T: drive under CIEP Teachers.

**Curriculum Guidelines.** Curriculum Guidelines have been developed to provide an instructor with detailed information about teaching classes in each skill area taught in the CIEP (reading, listening/speaking, and writing). The guidelines include a summary of all the necessary information related to teaching a particular skill area, such as information about grading, syllabi, diagnostics, overviews, specific class assignments and activities, assessment, etc. Curriculum Guidelines are placed on the T: drive under CIEP Teachers in the appropriate skill area folders.
TEXTBOOKS & THE ROLE OF THE TEXTBOOK ACQUISITION ASSISTANT

Textbooks. Prior to teaching a course, each instructor needs to obtain a copy of the textbook(s) listed on the class syllabus. The class syllabus lists the required textbooks for each class; supplemental textbooks and materials are often included as well.

Instructors’ copies of textbooks for each course can be found in the CIEP Library (Bartlett 3024) on the appropriate bookshelf. The shelves are labeled by skills areas and levels. If the textbook is missing, the instructor should see the Textbook Acquisition Assistant about getting a new copy of the textbook. Other teaching resources for a particular class, such as teacher’s guides, answer keys, CD sets, DVDs, test banks, dictionaries, workbooks, etc. may be available and are located on the appropriate class shelf. If these materials are not available for the class and the instructor feels the need to have a copy of these materials, he or she may contact the Textbook Acquisition Assistant and request a copy.

For Listening/Speaking classes, there are several sets of CDs available in black cases located on the class shelves in the CIEP Library. In the Reading Bridge class, in addition to textbooks, supplemental readers are also required. These readers for each class are assigned on a rotational basis and should be placed on the appropriate class shelf. If the reader is not there, the instructor needs to see the Textbook Acquisition Assistant to obtain a copy of the reader from the bookstore. Occasionally, the bookstore might not have the readers or enough copies of the required reader during the first week of classes, so the instructor might need to start working with the reader in week 2.

Students are required to obtain their textbooks during the first week of class. Teachers should refer the students to the CIEP section of the University Book and Supply store on 23rd Street to purchase their textbooks. Students can borrow or buy used textbooks; however, teachers must insist that students erase answers at the beginning of the session. If the bookstore does not have textbooks available for students during the first week of classes, the instructor should inform the Textbook Acquisition Assistant about the situation and make copies of the pages from the textbook covered during the first few days of classes for students. The instructor might ask the Office Staff for assistance if needed. If students do not bring their textbooks to class after the first week of classes, the instructor has the authority to make the students obtain the books or bring up the issue with the Director.

A comprehensive list of textbooks for each session is available on the CIEP website and on the V: drive in the Materials & Acquisitions folder. Some classes may have a textbook assigned on a rotational basis; therefore, it is important that instructors have the right textbook for the class. CIEP teachers are welcome to propose new textbooks for the program. Staff can contact the Textbook Acquisition Assistant to request copies of new textbooks for review. Finally, the CIEP staff should use the CIEP Textbook Selection & Evaluation Form (Appendix U) while selecting textbooks for the program as part of their curriculum project or committee work.

Textbook Acquisition Assistant. The Textbook Acquisition Assistant works with the CIEP Office Staff, publishers, and the University Book & Supply store to obtain textbooks for the CIEP. Typically one of the Academic Support Specialists or Academic Support Assistants assumes this role. Other instructors may see the Textbook Acquisition Assistant with questions regarding textbooks and other teaching materials.

Textbook Ordering Procedure. The lists of required textbooks and readers are located on the V: drive under Materials and Acquisitions. They are categorized in a rotation of Fall 1, Fall 2, Spring
1, and Spring 2. Depending on the session the textbooks are being ordered, the previous season is used as the format for placing the orders for the new year/session. For example, if books are being placed for Fall 1 2014, the Fall 1 2013 format will be used. Then the projections are acquired from the CIEP office for the following season when placing orders. This allows for a close approximate of students for that session. When projections have been added to the order, the list will then be viewed by the CIEP office for further review. If the list is approved by the Director, then it will be sent to the University Book & Supply manager/supplier of course materials. This process is done two weeks prior to the start of the new session. The orders usually take 5-7 business days. Also, a follow-up email is sent to the bookstore to ensure there were no ordering issues.

**ELEARNING**

All CIEP classes are registered for an eLearning course by the CIEP Secretary. Students are enrolled in classes by the Secretary four to five days after the beginning of the session to allow time for a majority of the students to check into the office. After the Registrar’s office processes the forms completed by the Secretary, the eLearning courses are generated. This usually happens by the second week of classes. Students with holds on their account cannot be enrolled in courses and, therefore, do not appear in eLearning. If there are students in the class who are not listed in eLearning, contact the CIEP Secretary to determine if the student has a hold on his or her account.

Instructors must make the eLearning course available before students will be able to access and use the course material. Likewise, at the end of each session, instructors should reset all completed courses to “unavailable”. See the diagram for step-by-step instructions on how to make a course available/unavailable.

Instructors can use eLearning to upload documents, presentations, audio files, videos, syllabi, and other important reference materials related to the content of the course. eLearning can also be used for online

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**To make a course available on eLearning:**

1. Go to the elearning class. In the Control Panel on the left, go to Customization, then Properties.
2. For #2, “Make Course Available,” click Yes.
3. Click Submit.
quizzes or practice tests. The Blackboard Help website for instructors has guides to uploading and creating materials on eLearning. Follow this link: http://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor.

For Writing Levels 3-7, eLearning is required to be used by all instructors for the submission of writing assignments through Turnitin, a plagiarism detection and prevention tool. More information can be found about Turnitin and plagiarism prevention in section E8 (Plagiarism and Cheating). Submitting writing assignments through Turnitin also gives instructors the option to give feedback to students on their drafts electronically through the GradeMark feature.

For more information on how to use eLearning, please see the ELearning-The Basics document located on V:/Curriculum. For more information about how to use Turnitin, please see the Blackboard 9.0 Integration Instructor User Manual also located on V:/Curriculum.

**DRIVES**

Each CIEP instructor has access to the following network locations or drives on their work computers and laptops: T: drive, V: drive, and U: drive. Upon login to a campus network computer, an instructor gets access to all of these drives. All instructors have unlimited access to the files on the public V: drive; however, the access to the T: drive is restricted and instructors are allowed to access only certain folders on this drive. The U: drive is a personal drive for each staff member.

**V: drive** is a public CIEP drive. Instructors have full access to all of the V: drive folders and their files. The purpose of this drive is to store and share documents with other staff members. Most teachers often use the Curriculum folder on the V: drive. This folder contains curriculum related materials and documents, such as teacher created quizzes and tests, class worksheets, presentation Power Points, and other materials related to a particular class. The folders with curriculum materials are organized by skill area and level. Other useful folders in the Curriculum
folder include Level Meetings folder, Assessment, Substitute Lessons, Electives, and committee folders. CIEP instructors can delete and edit documents on the V: drive and all are welcome to share their materials with others on this drive.

**T: drive** is a CIEP drive that contains standardized materials and has a limited access. Some folders on this drive are accessible only to the CIEP teachers, while others only to the CIEP administrative staff based on the nature of documents saved in the folders. Some documents saved on this drive include classified information, which requires restricted access. Another reason for having a limited access to some folders on this drive is to ensure that staff do not accidently move, delete, change and/or overwrite documents in any way. CIEP instructors have full access to the CIEP Teachers folder. This folder includes standardized curriculum documents, such as midterm and final exams, class syllabi, diagnostic tests, student learning outcomes, class overviews, and other standardized documents. It is recommended that CIEP instructors not use the T: drive to store their personal documents and files. Instructors do not have the administrative rights to delete or change documents on this drive in any way unless given special permission.

**U: drive** is a personal drive for each staff member. He or she can store their personal documents on this drive. It is recommended that Grakeeper files not be stored on this drive. Other documents that might be stored on this drive include but are not limited to lesson plans, tests and quizzes, and other class related materials.

**SICK LESSONS**

When an instructor unexpectedly becomes sick, another instructor may be asked to cover the instructor’s class on short notice. When the class instructor is able, he or she will generally provide lesson plans to the substitute. However, for cases in which the class instructor is not able to provide lesson plans, there are emergency sick lessons available on the V:drive by following the path: V:/Curriculum/Substitute Lessons and clicking on the appropriate skill area and level. Sick lesson plans are also stored in a “Sick Lessons” box located in the CIEP Main Office Copy/Supply Room.

Instructors may occasionally be asked to design sick lessons for classes they are teaching so as to add to and update the available collection of sick lessons. When designing a sick lesson, instructors should keep in mind the level and outcomes of the course. Sick lessons should also be as flexible as possible so that they can be used at any point during the 8-week session.

**ASSESSMENT**

For more detailed information on assessment in the CIEP, please see the Assessment Guidelines located on the T: drive in the CIEP Teachers Folder or located on the CIEP website at http://uni.edu/ciep/staff/teaching_resources.

**MIDTERMS AND FINALS**

Midterm and final exams are administered by all CIEP teachers in Levels B through 7. All midterm and final exams in the CIEP are standardized tests approved by the Academic Support Coordinator for use in the CIEP. They are typically created by a committee led by the Academic Support Coordinator. These exams are found on the T: drive in the “CIEP Teachers” folder under the appropriate skill area (Reading, Writing, Listening/Speaking) and level. *Standardized exams must not be changed.* Staff members who desire change(s) to the content or form of a standardized exam should make their suggestions to the Academic Support Coordinator and/or discuss their suggested changes during the level meetings.

In some skills areas, there are multiple midterm and final exams, which are used on a rotation schedule. In these cases, the exams are marked on the T: drive according to the sessions in which they should be used (Fall1/Spring 1, Fall2/Spring2, Summer, etc.). In some cases, there may also be multiple versions of the same exam, which will be marked Version A and
Version B. Instructors can choose which version to give, or administer both versions to deter cheating.

No electronic devices are allowed during any midterm or final exams as well as other exams. Personal electronic devices include but are not limited to: electronic dictionaries, computers, cell phones, smart phones, etc. Students are required to put these in their bags or backpacks during exams. If a student does not follow the CIEP no electronic devices during exams policy while in the classroom, the student can be immediately dismissed from the classroom and student’s absence will be recorded. If a student violates the policy for a second time, they will be subject to discipline as defined by the UNI student conduct code procedures. For writing midterms and finals, students are allowed to use their grammar textbooks and a paper dictionary (monolingual or bilingual). However, students are not allowed to use picture dictionaries during writing midterm and final exams and the Bridge exit test.

The dates of midterms and finals must be included on the syllabi for each course. As a general policy, all students must take exams on the dates scheduled on the academic calendar. Students requesting to take exams on any day outside of the scheduled exam dates must request permission from the Director in advance. Final exams can also be made up only after the final exam date. Instructors whose students take the final exam after the scheduled final exam date need to give an Incomplete grade to their students. The grade will be changed after the students complete the class by taking the final exam. The instructor should see the CIEP Secretary about the process of changing the grade in the system once the student’s grade is complete.

**Midterm Exams.** Midterm exams are administered during the last three days of the fourth week of the term.

*Reading midterm exams* in Levels B-6 are administered as a single test in one 50-minute class period. In Reading 7, the midterm exam is given over two 50-minute class periods. On the first day, students read an article and take notes, both of which the instructor should collect at the end of the class. On the second day, instructors should return the notes (but not the article) to the students along with the exam.

*Writing and grammar midterm exams* are given on separate days. For each exam, students are allowed a full 110-minute class period. Generally, instructors give the writing midterm exam first to allow for more grading time. The grammar exam is given on the following day.

*Listening and speaking midterm exams* are also administered on separate days. Each exam is administered over a separate 50-minute class period. Instructors can decide which exam to administer first (listening or speaking) but should coordinate with other instructors if there are multiple sections of the same course to avoid students across different sections sharing information about exams. Ask the Academic Support Coordinator if you are unsure how long to administer a standardized test. Midterm writing compositions should be evaluated by two raters (see Multiple Rater System section below for more explanation). Midterm exams in Bridge are not included as part of a students’ grade in the course; they are only used as a gauge of students’ progress.

After the results are tabulated, staff members should review the results of the exam with their students. However, staff members must collect back the midterm. In addition, it is very important that students put away all electronic devices before reviewing midterm exams to prevent cheating. Standardized exams are re-used and special care should be taken to prevent these exams from being compromised. After reviewing the exams with students, staff must file the original
Midterm exams in the file cabinets by the Academic Support Coordinator’s desk.

**Final Exams.** Final exams are administered the Wednesday and Thursday of the last week of the session. Final exams are administered over two-hour class periods; therefore, a new schedule is sent out for final exams.

Final exams for Reading Levels B-7 are administered over one 2-hour class period. For Reading Level 7, students read the article and take notes during the first hour. During the second hour, students use only their notes (not the article) to take the exam.

Final exams for listening and speaking are administered over 2 two-hour class periods. The listening final exam is administered over a 2-hour class period, and the speaking final exam is administered on a separate day over a 2-hour class period.

Final exams for grammar and writing are also administered over the course of 2 two-hour class periods. Because final writing compositions are evaluated by two raters, writing final exams are administered first over a 2-hour class period and grammar final exams are administered the following day over a 2-hour class period.

The last day of the session (typically a Friday) is set aside as a grading day for instructional staff. If an instructor is finished grading and wishes to hold office hours with students, the instructor should reserve a room outside of the Bartlett fourth floor offices. Instructors who do not hold office hours on Friday should hold office hours during the following week so that students can confer with them about the class, grade, final exam, etc. At the end of the Fall 2 and Spring 2 sessions, students should make an appointment with their instructors to review their performance in their classes and final grades. After reviewing these exams with students, instructors must file the original final exams in the file cabinets by the Academic Support Coordinator’s desk.

**Multiple Rater System.** Midterm and final exam compositions are independently evaluated by two raters: the class instructor and a second rater (usually designated by the Academic Support Coordinator). If the two grades differ by a letter grade or more, the raters may discuss the discrepancy between the grades. If agreement is still not reached, the composition should be evaluated by a third (or fourth) rater. Third and subsequent raters should be in full-time positions (Academic Support Specialists or Academic Support Assistants). Ultimately, the class instructor has the final decision regarding what grade to assign the student.

Before evaluating writing compositions, instructors should make photocopies of the prompts and student compositions and give them, along with the appropriate number of rubrics, to the second rater. Second raters should make all effort to return the compositions to the class instructor within 48 hours (not counting weekends). After coming to a decision about the grade, only one rubric (matching the final grade assigned) should be attached to the student’s composition and placed in the final exams file by the Academic Support Coordinator’s desk.

**TEACHER CREATED EXAMS & ASSIGNMENTS**

CIEP instructors are responsible for designing, distributing, and grading their own class assessment instruments, such as quizzes and tests. Instructors need to administer between 4-10 quizzes with a final point total of at least 100 points per course per session. Unit or Chapter tests should be at least 4 per session with a final point total of at least 100 points. Teachers can make their own rubrics for writing compositions and speaking quizzes as well as logs for listening/speaking classes. In Reading 4-7 classes, teachers use pre-made packets for weekly reading assignments with a reflection rubric, so there is no need to make weekly reading assignments and rubrics. Midterm and final exams are standardized exams; therefore, instructors do not make their own and are not allowed to make any changes to these exams without the approval of the Academic
Support Coordinator. Instructors collect and keep class quizzes, tests, and exams; by no means are students allowed to keep them. It is required that instructors keep the quizzes and tests for at least one session in their files. It is up to the instructor to decide how these quizzes and tests will be made up by his/her students. However, a clear statement of the teacher’s make up policy needs to be stated on the class syllabus. Finally, teachers are welcome to use and share their own quizzes and tests on the public V: drive under Curriculum.

GRADING AND REPORTING GRADES
It is the responsibility of each staff member to keep accurate and appropriate records regarding the performance of each student in the class. The records should be accurate, in accordance with the grading policy established in the syllabus, and defined in terms that can be interpreted by other staff if the need arises. Grades are reported in three different locations:

Gradekeeper. Every instructor is required to record class grades and attendance on Gradekeeper. At the end of the session, PDFs of Gradekeeper score sheets must be emailed to the CIEP Secretary so they can be kept in a separate, secure file on the T: drive. Only the Director, Academic Support Coordinator, and Secretary have access to this folder. These are also convenient to print for students throughout the session when a student inquires about his or her grade in class. For more information about how to use Gradekeeper, please see the Gradekeeper Start-Up Guide located on V: Curriculum.

Smartsheet Databases. Smartsheet databases are used as a repository of information about students. In addition, midterm and final exam progress is recorded in Smartsheet for all students. After midterm exams, instructors report midterm progress (good progress, needs improvement, or failing), absences and tardies, and midterm notes in Smartsheet. At the end of the session, instructors report final grades, attendance/tardies, and final comments in the Smartsheet database. Teaching staff need to report grades in the Smartsheet database in a timely manner so that students can be assigned classes for the next session. This is especially critical when the time between consecutive sessions is only a matter of a few days, for example between Spring I and Spring II sessions in March and Fall I and Fall II sessions in October.

For more information, see the “Smartsheet Grade Submission Guide” on the CIEP website under CIEP Staff/Resources/Orientation or by following this link: http://uni.edu/ciep/sites/default/files/u6/smartsheets_guide_-_grades.pdf

Student Information System (SIS). Lastly, final grades must be entered in the Student Information System (SIS) prior to the deadline set by the university. This is accessed through Faculty Center in the MyUniverse system. It is especially important to be certain that grades entered in SIS match those entered in Smartsheet. A change in grade can be made only in the case of a declared error by the staff member or Office Staff person recording it. The change must be approved by the department head (in this case, the CIEP Director). Under no circumstances, expect for completion of work for the removal of an Incomplete, will the Director honor a grade change request as the result of work completed or presented following the close of a grading period. For more information about reporting final grades, please see the Final grade Entry Instructions document on V: Curriculum.

GRADING AND PROFICIENCY SCALES
The CIEP Proficiency Scale shows that each course provides students the skills that lead toward academic readiness. To get a clear idea of what students should know in each level for each class, a proficiency scale with descriptors is listed in Appendix E-2 of the handbook.

The CIEP Grading Scale informs the instructors and students about the grade students receive.
for their class performance. The grade represents the degree to which students have met all student learning outcomes. Instructors should use the CIEP grading scale for both individual class assignments, such as quizzes, tests, etc. and also for standardized midterm and final exams. For advancement to the next level or exit from the program, instructors are asked to use the CIEP grading scale to give students a final grade corresponding to their performance in class. The CIEP Grading Scale is available on the CIEP website, on the V: drive in the Curriculum folder, and in the Student and Staff Handbooks.

Teaching staff should use the following scale when assigning grades to students. Note that a C- and below are considered failing grades in the CIEP and students are not passed to the next level. Moreover, students unable to finish coursework or classes due to extraneous circumstances may be eligible for an incomplete but only with the Director’s permission.

**TO PASS OR NOT TO PASS**

To pass a class in the CIEP, a student must have at least a 73% cumulative average grade or a “C” letter grade. CIEP instructors are accountable for the students promoted to the next level. Although

<table>
<thead>
<tr>
<th>CIEP Grading Scale</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong> 100-93</td>
</tr>
<tr>
<td><strong>A-</strong> 92-90</td>
</tr>
<tr>
<td><strong>B+</strong> 89-87</td>
</tr>
<tr>
<td><strong>B</strong> 86-83</td>
</tr>
<tr>
<td><strong>B-</strong> 82-80</td>
</tr>
<tr>
<td><strong>C+</strong> 79-77</td>
</tr>
<tr>
<td><strong>C</strong> 76-73</td>
</tr>
<tr>
<td><strong>C-</strong> 72-70</td>
</tr>
<tr>
<td><strong>D+</strong> 69-67</td>
</tr>
<tr>
<td><strong>D</strong> 66-64</td>
</tr>
<tr>
<td><strong>D-</strong> 63-60</td>
</tr>
<tr>
<td><strong>F</strong> Below 60</td>
</tr>
</tbody>
</table>
occasionally it might be difficult for an instructor not to pass a student who has worked hard but has not accomplished the student learning outcomes, it is not fair to other staff members and students to pass students who are not ready for the next level. The decision to pass or not pass a student is an important one not only because it affects the student, but it also impacts the reputation of the program. Students who complete the program yet are not successful at the university or workplace because of inadequate English skills reflect poorly on the CIEP. Instructors unsure of passing a student should ask themselves the following questions:

• Am I passing this student even though I know he or she finds the class material too challenging because they lack fundamental mastery of skills in the current level?
• Am I passing this student even if his or her abilities are low because he or she came to class regularly, participated to the best of their ability, and did all their homework?
• Am I not able to check off several student learning outcomes as something the student has successfully demonstrated with some mastery?

If an instructor answers “yes” to any of the previous questions, then the student should not be passed to the next level. Such a student will most likely be overwhelmed by the demands of a higher level and will likely not succeed anyway in the next level. Discussing a student’s progress with your mentor instructor or in a level meeting is a good way to better understand the student’s capabilities. Finally, consultation with an experienced staff member might provide additional guidance.

**BRIDGE ASSESSMENT**

Students in Bridge classes need to pass a Bridge Exit Test to go to Level 2. They must earn a minimum score of 73% on the Bridge Exit Test in order to pass. The grade on the exit test is the grade for all skill areas: reading, writing, and listening & speaking. If they do not pass the final exit test, they must repeat all Bridge classes. Even though class grades are not calculated into the final grade, Bridge instructors are advised to keep grades for class quizzes, tests, midterm exam, logs, and other assignments. This will help teachers monitor students’ progress and give students better feedback on their learning.

Students need to be informed about the grading policy in Bridge classes during the first week of classes. The Bridge Letter explains to the students about the specifics of the exit test. The instructors should ensure that students understand that class grades will not help them pass out of the Bridge level. The Bridge Letter can be found on the T: drive under CIEP Teachers in the Bridge folder. Typically, the senior teacher makes copies of the letter and distributes them to the students. After students sign the letter, the teacher collects them and brings them to the CIEP office. The letters are then filed in personal student files.

The Bridge Exit Test monitors the minimum knowledge students need to have to succeed in Level 2. It consists of four partial tests: reading, grammar/writing, listening, and a speaking interview. Exit exams are weighted. In order to help students understand that reading and writing are important skills, these two skill areas have more points than a listening/speaking exam. Exit exams are located in the Bridge folder on the T: drive under CIEP Teachers. Modifications to the tests are not allowed without a prior discussion with the Academic Support Coordinator.

The exit exams are given during the last two days of the finals week and students receive two hour blocks for each exam. Because passing the Bridge Exit Exam is the only way for students to move to Level 2, these exams need to be closely monitored. Students are not allowed to use any electronics devices such as cell phones and electronic dictionaries. Students taking the grammar/writing exit test are allowed to use a paper dictionary (bilingual or monolingual).
Beginning Spring 2015 students are not allowed to use picture dictionaries during the Bridge Exit Exams or any midterms or final exams in other levels. The final scoring rubric for the Exit Test can be found in the Bridge folder on the T: drive under CIEP Teachers. Once grades are entered for each skill area and the total score and grade are established, one of the Bridge teachers scans and sends the final results to the CIEP Secretary as a PDF file. The final Exit Test grade is the grade that all Bridge teachers input into the SIS system and Smartsheet database. For instance, if a student receives 83% on the exit test, the student will get a B in reading, writing, and listening/speaking.

**HOMEWORK AND EXTRA CREDIT**

**Homework.** Homework is an important teaching instrument, especially in an Intensive English Program such as the CIEP. It provides students with the opportunity to think about the topics they study in class and practice new skills. Students are expected to do homework carefully and punctually.

Instructors should provide timely feedback to students. Furthermore, assignments should be explained verbally and in written form to avoid miscommunication. However, homework should not be included as part of students’ grades. A student’s grade should be a reflection of his or her language ability in regards to the course outcomes, not a reflection of the amount of effort the student put into doing homework. Students in the CIEP can expect to spend the following amount of time on homework assignments per week:

<table>
<thead>
<tr>
<th>Class/Levels</th>
<th>B-4</th>
<th>5-6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Grammar</td>
<td>4-5 hrs</td>
<td>5-6 hrs</td>
<td>8-9</td>
</tr>
<tr>
<td>Listening/Speaking</td>
<td>3-4 hrs</td>
<td>3-4 hrs</td>
<td>4-5 hrs</td>
</tr>
<tr>
<td>Reading</td>
<td>4-5 hrs</td>
<td>5-6 hrs</td>
<td>7-8 hrs</td>
</tr>
<tr>
<td><strong>Total hours per week</strong></td>
<td><strong>11-14</strong></td>
<td><strong>13-16</strong></td>
<td><strong>19-22</strong></td>
</tr>
</tbody>
</table>

**Extra Credit.** Extra Credit opportunities can be given at the discretion of the teacher. However, extra credit should never be added to standardized midterms or final exams. Care should also be taken not to allow extra credit points to inflate students’ grades beyond a reflection of their true abilities in regards to meeting the SLOs for the course.

**PLAGIARISM AND CHEATING**

The CIEP Student Handbook clearly describes plagiarism and cheating as it pertains to an American academic setting. Appendix N of the handbook describes what qualifies as minor and serious acts of plagiarism and cheating. Staff should review and explain these concepts to their students as well as their expectations and consequences for cheating or committing acts of plagiarism. Many writing instructors also use monitored in-class writing for first and/or second drafts as a deterrent against plagiarism.

Explicitly discussing plagiarism and requiring submission of writing assignments through Turnitin are two necessary measures to prevent incidents of plagiarism. Turnitin is an online program that compares the content of student compositions against internet sources as well as the Turnitin database of assignments previously submitted by students. For more information about Turnitin’s use as a plagiarism detection tool, as well as its other pedagogical uses, refer to the Turnitin Instructor training website: [http://turnitin.com/en_us/training/instructor-training](http://turnitin.com/en_us/training/instructor-training).

When incidents of cheating or plagiarism occur, instructional staff should use the CIEP Cheating/Plagiarism form found in Appendix N of the CIEP Student Handbook. This form both documents the incident in the student’s permanent file and instructs the student about academic expectations in the University. Staff members using the form should meet with the student and explain the situation clearly and provide a completed copy of the form to the student. Any disciplinary action, such as a 0 on the assignment, should also be made clear to the student and documented on the form along with supporting documents if applicable.
ACADEMIC PROBATION POLICY

Academic probation is a time during which a student’s academic progress and success are supervised by the CIEP Director. There are three reasons why a student may be placed on academic probation: 1) low attendance, 2) poor performance, or 3) repeating the same class. The core courses in CIEP are writing (6 hours), reading (3 hours), and listening/speaking (3 hours); failing these courses qualifies the student for academic probation. The student is formally notified by letter and offered a meeting with the Director. The student is counseled about his performance in classes and improvements are suggested.

Low Attendance. Regular class attendance is important for a student’s academic success; in addition, for most students, it is necessary to keep to keep their immigration record in good status. Regular attendance in the CIEP means that a student maintains 80% attendance in all classes. If a student attends less than 80% of classes in any CIEP course (missing 7 or more hours of listening/speaking or reading class or 14 or more hours of writing), the student will be placed on attendance probation. Once on probation, the student must maintain 80% in all classes for the next session to be removed from probation. Otherwise, the student will be dismissed. If the student returns to attendance probation again in later sessions, the student must maintain 80% attendance in all classes for the remainder of his/her study in the CIEP or be dismissed from the program.

Poor Performance. A student may not pass every class in every session because not everyone’s rate of progress is the same. However, if a student is not able to make sufficient progress in the program, he or she will be placed on academic probation. Full-time CIEP students who fail 9 hours of classes are considered to be on academic probation. If the student is placed on academic probation for the first time, he or she must pass 6 hours of classes in the next session to be placed off probation status. If the student is not successful in getting placed off probation status, he or she will remain on probation status for one more session. This time, to get off probation status, the student will have to pass 9 hours of classes. Failure to get placed off probation status after the second consecutive session results in dismissal.

A student may also return to probation status after a period off probation status if the student fails 9 hours of class in a session. Students on probation status for a second time (or session) must pass 9 hours of class in a single 8-week session to remain in the program. Finally, a student cannot be placed on academic probation for lack of academic progress more than twice. If a student is unable to leave academic probation status after his or her second session, he or she is dismissed from the program. If the student successfully leaves academic probation status for a second time, he or she cannot return to this status a third time.

Academic probation for poor performance applies only to full-time CIEP students. Students who attend part-time (less than 20 class hours/week) or are concurrently enrolled in academic classes, are not subject to this policy. Instead, any discussion or decision to dismiss a part-time student because of poor academic performance will be based on percentage of classes failed over the course of one academic year as well as attendance.

Repeating a Class. Academic probation related to repeating the same course involves students who fail a single CIEP course twice. While the CIEP realizes that not all students learn English at the same pace, repeating a class several times signals that a student is unable to cope with the material for the class and the program in general. If a student fails a class for a second time, he or she will be placed on academic probation. If the student fails the same class a third time, he or she is dismissed from the CIEP.
POST- PLACEMENT MEETING

The post-placement meeting is generally held in the second week of each term. The primary focus of the post-placement meeting is to review level-by-level how new students are doing in their classes. Prior to this meeting, instructors should administer diagnostic tests in each course. The diagnostic test should assess how students perform in relation to the student learning outcomes that should be met by the end of the course.

If you feel some students are doing better than the level in which they are placed and have administered diagnostics to show their performance, those should be brought to the meeting to discuss with the student’s other instructors, the academic coordinator, and the Director. Before recommending any student to move up, review the student learning outcomes (SLOs) at the end of your class syllabus. Consider whether the student has successfully demonstrated mastery of all of those SLOS.

The secondary focus of the post-placement meeting is to consider students’ requests to change levels. These are students who have been studying in the CIEP for at least one session. If returning students indicate a desire to move up a level, refer them to the Requests and Complaints Form (See Appendix A-2) of the Student Handbook on the CIEP website. Students requesting to change levels must fill out this form – it is available in English, Arabic, and Chinese—and turn it into the CIEP Main Office before the post-placement meeting. Finally, behavior issues might be discussed at this meeting if time permits and special or immediate announcements affecting classes might be made.

GENERAL STAFF MEETINGS

General staff meetings are held by the Director once each session to discuss program-related issues that cannot be adequately covered in memos. The time and place of the general staff meeting are announced in advance and staff are invited to the meeting via Google Calendar. All CIEP staff members are required to attend these meetings. Graduate Teaching Assistants and student employees are expected to be present a long as it does not conflict with their academic class schedule. Part-time hourly staff are paid for their time.
NORMING SESSIONS
Norming sessions are regularly held for both the CIEP placement exam and standardized writing exams. The purpose of norming sessions is to both familiarize new instructional staff with these assessment instruments and increase inter-rater reliability among all instructional staff. These sessions are facilitated by the Academic Support Coordinator.

Placement Norming. Placement norming sessions are held at least twice a year prior to new student placement testing. In these sessions, new instructional staff are paired with veteran instructors to evaluate and discuss placement exam samples from previously-placed CIEP students.

Writing Norming. In writing norming sessions, instructors assess writing samples from standardized midterm and final exams using the standardized writing rubric. After independently evaluating the writing samples, instructors compare and discuss how they scored the samples compared to the descriptors on the rubric.

LEVEL MEETINGS
The CIEP implemented systematic curriculum level meetings in September 2014. The level meetings typically take place three times per session. These meetings give instructors teaching different skill areas an opportunity to discuss the curriculum across the same levels. In level meetings, instructors are to reinforce student learning outcomes in the CIEP curriculum and report feedback on evaluations and students’ progress. For example, instructors review diagnostic tests and syllabi, verify that the midterm and final exams meet students learning outcomes, ensure that the student learning outcomes are in sync within each level, review textbooks, and discuss how to effectively help students to meet the course goals and objectives.

The meetings are divided into three different groups: low level (Bridge – Level 3), intermediate (Levels 4-5), and higher levels (Levels 6-7). Each level has a lead teacher. The lead teacher is selected on a rotational basis from Academic Support Specialists or Academic Support Assistants who teach classes in the same level group. The role of the lead teacher is to facilitate conversation at the meeting, record comments and report feedback or suggestions provided at the meeting to the Academic Support Coordinator and the Director. Lead teachers are encouraged to use the Level Meeting Form to record teachers’ comments and feedback. Level meetings materials are available by following the path: V: / Curriculum/Level Meetings.

COMMITTEES
Academic Support Specialists and Academic Support Assistants could be assigned and/or might show interest to work on special projects and participate in committee work. The nature of these special projects varies based on the current need and/or interest of the instructor. Some examples of committee projects might include work on a specific area of the curriculum, such as textbook selection, student learning outcomes review, development of a new course and/or assessment tools and rubrics.

Program Assistants might be asked to participate in committee work and meetings if interested. Instructors interested in committee work or work on a special project should see the Director and submit a proposal for their project. Once the Director approves the proposal, the instructor is typically granted some release time to work on the project. Upon completion of the project, the instructor or committee are asked to submit a report to the Director with a reflection on their project. Instructors working on a project meet with other committee members on a regular basis, take minutes at their meetings, keep records of their activities, and save their materials on the V: Curriculum.