Introduction

Dear Staff Member,

The purpose of this handbook is to serve as a reference guide during your appointment with the Culture and Intensive English Program, more commonly known as CIEP. The information and documents contained within should be read with care and referred to as often as necessary. Since conditions change, it is important to re-check the handbook on-line for updated information. Be sure to refer to his handbook before placement testing, TOEFL administration, or midterm testing. The handbook is comprehensive and should be your first source for answers to question about the CIEP. Finally, if issues and questions arise which are not addressed in the handbook, please consult the director, program coordinator, or academic support coordinator.

-CIEP Administration
Contents

The CIEP: A General Background ............................................................... 4
  Mission of the CIEP at the University of Northern Iowa ............................ 4
  Organizational Framework ......................................................................... 4
  CIEP Full-Time Staff ............................................................................. 5
  CIEP Students ....................................................................................... 5

1BFacilities and Resources ........................................................................ 5
  Office Space and Equipment .................................................................... 5
  CIEP Library and Files ........................................................................... 6
  CIEP Classrooms .................................................................................. 6
  Rod Library ............................................................................................ 7
  Keys and Access to Offices and Classrooms ............................................. 7
  Technology Resources for Teachers ....................................................... 7
  Strategies for Time Management ............................................................ 7

General Policies and Guidelines for Staff ............................................... 8
  Policy for Class Parties and Field Trips .................................................... 8
  Staff attendance at CIEP-Sponsored events: ......................................... 8
  Policy on Travel for Professional Purposes ............................................. 8
  Policy for Record Keeping ..................................................................... 8
  Policy on Use of English Only in the CIEP Classroom ......................... 9
  Policy for Student Attendance ............................................................... 9
  Policy and Procedures for Room Assignments ....................................... 9
  Policy for CIEP Main Office Hours ........................................................ 9
  Policy on School Closings ..................................................................... 9
  Policy for Cancellation of Classes for Low Enrollment ......................... 10
  Policy on Class Size ............................................................................. 10
  Policy for Proposing New Courses ........................................................ 10
  Policy on Class Hours and Breaks .......................................................... 10
  Policy for Reporting of Illness and Substitution ...................................... 11
  Policy on Vacation Requests, Sick Leave, and Time Off ........................ 11
  Policy on Drugs and Alcohol ................................................................ 12
  Policy for Research Conducted in CIEP ................................................ 12
  Policy on Release Time ......................................................................... 13
  Policy on Professional Development Opportunities ................................ 13
  Policy on Class Visitors ....................................................................... 14
  Policies and Procedures for Resolution of Grievances ............................ 14
  UNI Policy on Sexual Harassment ......................................................... 14
  UNI Policy on Consensual Relationships .............................................. 15
  UNI Policy on Alcohol and Drugs .......................................................... 15
  UNI Policy on Anti-discrimination and Harassment ............................... 16
  UNI Policy on Reporting and Confidentiality ....................................... 17
  Confidentiality Policy for all CIEP Staff ............................................... 17

Procedures for Teaching Staff ................................................................. 17
  Textbooks and Materials ...................................................................... 17
  Guidelines for Use of Materials and Copyright ..................................... 18
  Procedure for Placement of Students into CIEP .................................... 18
  Procedure for Placement of Late Arrivals .............................................. 19
  Procedure for Placement of Provisionally (Conditionally) Admitted Students .......................................................... 19
  Procedure for Determining Teaching Assignments ................................ 20
  Procedure for Administering TOEFL ...................................................... 20
The CIEP: A General Background

The Culture and Intensive English Program was founded by Drs. Stephen Gaies and Cala Shields in 1982 as a summer language program for academic students attending the University of Northern Iowa. These faculty members from the Department of English Language and Literature also served as its first administrators. A few years later, the program was expanded to a year-round intensive English language program staffed by recent graduates from the MA/TESOL program.

As the CIEP grew, it was incorporated into the Office of International Programs and established its offices in Baker Hall. Today, it is housed in Bartlett Building.

Mission of the CIEP at the University of Northern Iowa

The primary 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.

- 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 which 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 in order to develop cross-cultural opportunities 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.

Adopted January 2008, Revised May 2013

Organizational Framework
### CIEP Full-Time Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Duty</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bender, Anastasia</td>
<td>CIEP Secretary</td>
<td>Bartlett 3025</td>
<td>273-2182</td>
</tr>
<tr>
<td>Coronado, Carolina</td>
<td>Program Coordinator</td>
<td>Bartlett 3025A</td>
<td>273-2182</td>
</tr>
<tr>
<td>Farber, Gail</td>
<td>Academic Support Specialist</td>
<td>Bartlett 4025</td>
<td>273-6909</td>
</tr>
<tr>
<td>Johnston, Carol</td>
<td>Academic Support Specialist</td>
<td>Bartlett 4025</td>
<td>273-6876</td>
</tr>
<tr>
<td>Lyon, Jaime</td>
<td>Academic Support Specialist</td>
<td>Bartlett 4025</td>
<td>273-6909</td>
</tr>
<tr>
<td>Maier, Petra</td>
<td>Academic Support Specialist</td>
<td>Bartlett 4025</td>
<td>273-6909</td>
</tr>
<tr>
<td>Plourde, Philip</td>
<td>Director</td>
<td>Bartlett 3023</td>
<td>273-2853</td>
</tr>
<tr>
<td>Rein, Lauren</td>
<td>Academic Support Specialist</td>
<td>Bartlett 4025</td>
<td>273-3410</td>
</tr>
<tr>
<td>Riedmiller, Thomas</td>
<td>Academic Support Specialist</td>
<td>Bartlett 4025</td>
<td>273-7729</td>
</tr>
<tr>
<td>Roos, Sally</td>
<td>Activities Coordinator</td>
<td>Bartlett 3025</td>
<td>243-3410</td>
</tr>
<tr>
<td>Steffen, Cristy</td>
<td>Promotions and Admissions Assistant</td>
<td>Bartlett 3025B</td>
<td>273-7075</td>
</tr>
<tr>
<td>Williams, Michael</td>
<td>Academic Support Coordinator</td>
<td>Baker 73</td>
<td>273-6876</td>
</tr>
</tbody>
</table>

### CIEP Students

#### Background
CIEP students come from a variety of countries, educational backgrounds, and attend the CIEP for different reasons. The students who have attended the CIEP have represented nearly every continent and country in the world. Most are sponsored by their families or are self-sponsored. Some are sponsored by governments, companies, local groups and international foundations. In addition, the majority of CIEP students have studied English in primary or secondary school. Some CIEP students have not attended college but many have in their own countries. Therefore, the majority of CIEP students aspire to be undergraduate students at UNI. A smaller number of CIEP students are provisionally admitted as graduate or undergraduate students at UNI, while some students are preparing themselves for academic study in other institutions or for employment purposes. A smaller group of students are spouses of UNI students or have spouses employed locally. These students seek to improve their English language skills to better adapt to living in the community. Finally, a few CIEP students are children of local or temporary residents and often attend CIEP while attending school locally.

#### Conditional or Provisionally Admitted Status
Students attending CIEP as conditionally admitted students have applied and been accepted to attend academic programs at UNI under the condition that they improve their English language skills well enough to be fully admitted academic students. These students can demonstrate proficiency in English by taking the institutional Test Of English as a Foreign Language (TOEFL) or passing classes in the CIEP. Finally, students planning to attend academic classes need to have a sufficient TOEFL score and/or approval of the UNI Admissions Office. Please see the UNI Admissions webpages for a description of ways to fulfill English language proficiency requirement.

### Facilities and Resources

#### Office Space and Equipment
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, office equipment, conferencing with students, listening to audio recordings or music, meeting in committees, etc. Also, teachers should respect the rights of colleagues when using the office for non-CIEP activities such as study groups or conferences with classmates or friends. Please limit these activities to times when the office is empty or when colleagues do not object. 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 is encouraged to use any and all office equipment and supplies available in the Baker Hall offices. 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, staff is asked to refrain from using computers, telephones or files in the main office without 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 and other University property from the CIEP Offices unless given expressed permission from the director. This policy does not apply to computer notebooks, 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. Likewise, they should return the file folder the same day.

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. In addition, staff members can request specific office products when supplies run low or are not available. Staff members should copy the sheet in Appendix A1, check off the product(s) needed, and present the sheet to the office staff. The office staff, in turn, will order what is checked. If the product is not listed, the staff member can write the product on the bottom of the sheet. Finally, if large amounts of an office product are needed, the office staff will check with the Program Coordinator for approval. Requests for more expensive items such as computers, office furniture, books, etc. should be forwarded to the director.

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.

CIEP Library and Files

The CIEP maintains a curriculum library in it offices. The library contains textbooks, teachers’ references, manuals, audio-visual aids, and other materials for staff to use. Any staff member can freely use its materials but should return them at the end of each session. Also, the library is divided into various skills and categories, so staff should keep similar materials together. Finally, this is a self-access library and it is the duty of all staff members to keep it tidy and return books to the shelves. Staff should not stack books for others to put away.

The CIEP library is for the exclusive use of the CIEP staff. Non CIEP staff, i.e. MA/TESOL students, are welcome to browse and copy pages on the office copier (for a nominal charge) but should not borrow or relocate materials outside the environs of the CIEP offices.

Electronic course files, evaluation instruments, syllabi, and other instructional materials are accessible to all staff members on the CIEP server. Although these files give staff access to work which others have already done, they are also an opportunity for staff to contribute to the CIEP curriculum. Not all files are required material but some are “read only” and should not be altered. Lastly, these files and ones created by staff are the intellectual property of the CIEP. Therefore, please do not delete or move files to other drives.

CIEP Classrooms

CIEP classes are taught in classrooms on the University of Northern Iowa campus. The rooms are assigned to 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 as well as obtain keys to media cabinets in classroom buildings.

Classrooms assignments are made by the program coordinator and are based on several factors. First, the media needs of a particular class or teacher. Next, it is preferable that classrooms in the same level have proximity to each other, so students can move easily to their next class. Finally, the size of the class and room availability is an important consideration. 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. 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.
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.

Keys and Access to Offices and Classrooms

All instruction staff members have keys to the outside doors of Bartlett and their offices. When using the offices after 5 p.m., we ask that staff members re-secure their office doors before leaving. The outside doors are self-locking and do not need to be re-secured when the building is closed. However, UNI Police ask that people not prop open the outside doors with books, shoes, or other devices when entering the building after hours or when the building is closed. All administrative staff members have access to the main office and their own office.

Some classrooms on campus require keys. Staff members that need keys for a secured classroom should complete a key request form (available from the CIEP office), acquire permission, and go to the key shop on Hudson Road, to sign out for the key(s). There is a replacement cost for lost keys.

Technology Resources for Teachers

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 some 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.

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.

Strategies for Time Management

Some keys to effective daily time management are making lists, setting priorities, and using schedules:

1) Make a list of everything you need to do or want to do in the next few days. Include entertainment and relaxation.

2) Go through the list and put the number [ 1 ] next to each activity that is a top priority. In other words, what absolutely has to be done and/or is essential to your well-being. Then indicate medium priority items (important though not essential) with number [ 2 ]. Finally, indicate low priority items (not really important) with the number [ 3 ].

3) Using a blank sheet of paper or a schedule book, write down all appointments and commitments for the next few days. Be sure to include work hours, travel time and mealtimes. Now, examine your schedule and ask yourself the following:

- Where do you have blocks of time?
- Are all the top-priority items already accounted for in your schedule? If not, where can you fit them in?
- If you have no extra time, review your schedule. How much of your time is dedicated to top priority items? Medium priority? Low priority?
- Can you spend less time on, or eliminate some medium and low priority items?
- Have you classified everything as top priority?

Be creative, re-evaluate your priorities and ask for help if necessary.
General Policies and Guidelines for Staff

Policy for Class Parties and Field Trips

The CIEP neither encourages nor discourages staff members from organizing class parties or field trips for their students. It is recognized that classes benefit from a greater sense of camaraderie and cohesiveness after getting together in a strictly non-classroom, non-pressure situation. At the same time it is recognized that class composition and classroom dynamics differ from group to group; what is good for one may not be good for all. However, if a staff member organizes a class party it should not be held in their assigned classroom and should not substitute for class hours. Moreover, if a staff member organizes a field trip, the activity must have pedagogical merit, have the support of all students in the class, provide for a meaningful communication experience, not interfere with other scheduled class times, and include structured follow up activities/discussion in the classroom. In addition, the staff member is responsible for full coverage of other classes he or she teaches. Finally, the field trip must be approved by the director especially if financial support is necessary for a University van. Personal cars are not permitted for university supervised field trips because of liability.

Staff attendance at CIEP-Sponsored events:

If a staff member wants to attend a CIEP-sponsored event, all expenses related to the staff member’s participation in the event are paid by the CIEP (i.e. meals, gate admissions, etc.). Hourly paid staff members may be requested to attend an event but will be compensated and should mark their time cards accordingly. All staff members are expected to attend welcome and end-of-term parties for CIEP students.

Policy on Travel for Professional Purposes

For travel to be reimbursable it must be have benefits to UNI and the CIEP. Benefits include but are not limited to professional development, recruitment, recognition to CIEP, and establishing external contacts. A Travel Authorization form (see Appendix A2) must be completed and approved in advance in accordance with University policy. This should be done even if little or no reimbursement is expected as it is necessary to guarantee you will be fully insured while traveling for university business. Also in accordance with University policy a Travel Reimbursement form (see Appendix B) must be submitted after the travel has been completed. All expenses including meals, transportation, hotel accommodations must be documented with receipts (credit card receipts are not accepted). Moreover, the University has established rates for reimbursement of travel by private automobile as well as meals (rates differ for breakfast, lunch, and dinner). Finally, it is not advised that staff travel with University procurement cards, which are the property of the University and not valid for hotels and meals.

Travel authorizations are required any time a student employee, staff or faculty member goes to a sponsored event off-campus. Approval must be received from the person’s direct supervisor at least 30 days in advance of the event. This is to provide adequate time to arrange travel and accommodations, both of which must be made by the person traveling. Once the event is over, appropriate receipts must be brought to the office within sixty (60) days in order to qualify for reimbursement. Reimbursements will be made by the Office of Business Operations within ten (10) days of submitting the paperwork.

Please refer to Appendix B1: Travel Checklist for items required for reimbursement processing.

Policy for Record Keeping

Staff should keep records for student attendance, evaluations on projects, test and quiz results, in-class participation, homework, and any other means to measure students’ progress. The CIEP, however, does not award grades for effort, popularity, or other significant but less quantifiable input. In other words, staff must be careful
to quantify their data, so that questions about level placement, recommendations for academic classes, and other decisions can be based on objective information useful to the director and others on campus.

**Policy on Use of English Only in the CIEP Classroom**

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 are strongly encouraged to enforce English only in classrooms and offices.

**Policy for Student Attendance**

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 that F1 students must pursue a full course of study and regular attendance in that course of study is implicitly part of the process. 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.

There are no excused absences in CIEP, in that 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. Moreover, 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. The director will then decide how best to help the student make up missed work.

Finally, if a student stops attending class and is absent for five consecutive class meetings or more, the staff member should notify the director.

**Policy and Procedures for 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, or room configuration, the staff member may request a new room assignment. Within limits, the Program Coordinator will make an effort to honor the request.

**Policy for CIEP Main Office Hours**

The regular office hours for the CIEP are from 8:00 a.m. to 5:00 p.m. Monday through Friday. Outside of these hours, full-time staff members have keys and access to the office but should secure it once they leave. Part-time staff without keys should access the office during regular office hours. In summer, university hours of operation usually change and CIEP follows suit.

**Policy on School Closings**

It is the policy of the University to try and continue normal hours of operation and maintain a regular work schedule for staff during periods of severe weather and/or adverse working conditions. It is a basic premise of this policy that University staff, faculty, 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 University posts all weather and safety alerts at http://weblogs.uni.edu/alert/archives/weather/. There are three types of operating conditions due to weather emergencies: cancellation of classes, reduced operations, and working condition emergencies. The UNI homepage (http://www.uni.edu) also announces alerts, postponed operations, and cancellations.

Cancellation of Classes
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 personnel.

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.

Policy for Cancellation of Classes for Low Enrollment
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 alternative arrangements. Although separate arrangements are not preferable, they are necessary in instances where student immigration status is at stake. Two alternatives for replacing a cancelled class are:

• Offering an independent study with a tutor.
• Arranging for student to attend another class in CIEP (i.e. elective class, higher level class, or tutorial review class) as credit towards completing the requirements for the cancelled class.

Policy on 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 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 class.

Policy for Proposing New Courses
The CIEP welcomes proposals for new curriculum including electives, core courses and other areas. Furthermore, the Academic Support Coordinator solicits curriculum ideas from staff and discusses them with the others in committee. If the idea is for a new elective or revised elective, the coordinator will work with staff to develop the idea into a course. Also, new electives need to be approved by the director before being offered.
Policy on 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. 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 on Policy on Vacation Requests, Sick Leave, and Time Off for types of excused absences.

Policy for Reporting of Illness and Substitution

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, emergency 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. 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. 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 and teaching experience.

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.

In the event an employee is injured or experiences a sudden illness or other emergency while at work, it is important to have accurate, up-to-date emergency contact information available so contacts can be notified. Employees are being asked to enter personal emergency contact information in Oracle HRMS Employee Self Service via MyUNIverse and to update this information as changes occur. Annual reminders to update personal emergency contacts will occur along with the UNI Directory update reminder each fall. The information entered will be accessible by Human Resource Services, as well as those with Oracle HRMS Manager responsibilities within the employee’s department and at the division level. Directions are available at:
http://www.vpaf.uni.edu/memfis/training_and_support/documents/view_change_emergency_contact.pdf

Policy on Vacation Requests, Sick Leave, and Time Off

Staff with 12 month term appointments are required to complete a Vacation Request/Sick Leave Report (see Appendix C) prior to taking time off for vacation or illness.

Staff with term appointments under 12 months or with adjunct status do not accrue vacation time and are not required to complete a report. However, all persons requiring extended time off for illness or emergency leave must complete a report and make arrangements for class coverage with the director. After receiving the report, 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. Also, 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. Whatever the arrangement, the staff member’s time card must reflect the leave (unless she or he is on a graduate assistantship and does not make a time card). Please see the section on Procedures for Time Cards and Pay Periods for descriptions of excused absences for staff with full-time term and temporary appointment.
Policy on 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.

Policy for Research Conducted in 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. To ensure that these conditions are met, the following procedures must be followed:

1. Any person wanting to conduct research involving CIEP students, their class time, or extracurricular time must present a proposal to the director.

2. The director will review the proposal based on the following criteria:
   a. If materials are used in a class or classes, they must fit into the objectives of the target class.
   b. If observations are involved, they must be unobtrusive to normal classroom proceedings and there must be no sense that the teacher is being evaluated.
   c. 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).
   d. If the research is not developed as part of the classroom instruction, the participation must be made clear that there is no connection between the CIEP and the research.
   e. Standard University regulations regarding confidentiality and protection of student rights must be followed.

3. 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.

4. Discussion with full staff through memo or at a staff meeting is carried out, depending on the nature of the request, as follows:
   a. Any proposal which has implications for the whole program is discussed with the full staff.
   b. Any proposal which would result in a curricular change is discussed with the full staff.
   c. Any proposal involving classroom participation is discussed with persons involved.
5. 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.

**Policy on Release Time**

All staff members are eligible to apply for reduced teaching assignments so that they have time to work on special projects of benefit to the CIEP and its students. 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, therefore, makes final decisions about release time. 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

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.

**Note:** Release time projects are not considered part of the criteria for the performance appraisal process since release time is neither included in the CIEP teaching standards nor as a responsibility required of any staff member as described in this handbook.

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.

**Policy on 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 day time academic classes or conferences and seminars on or off the UNI campus or leaving campus to attend conferences and seminars elsewhere. 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. Moreover, staff members attending professional development related events will have their teaching responsibilities covered by others while away; however, the staff member will have to prepare lesson plans prior to leaving.

In addition to conferences the CIEP occasionally sponsors an in-service training and/or guest speaker related directly or indirectly to the ESL profession. Also, the University sponsors workshops and training seminars in various areas such as classroom technology, web design, methodologies in secondary 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. Program schedules are available to all UNI employees from the Wellness and Recreation Center. For more information, call 273-6119.

**Policy on 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 expressed verbal or written permission by the class teacher and/or 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).

**Policies and Procedures for Resolution of Grievances**

**Staff Grievances**

Success in any intensive language program requires a significant amount of cooperation, mutual respect, and hard work. Staff and administration must work to ensure that 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 or staff person is encouraged to begin the grievance process using the appropriate form (see appendix Y). The Professional & Scientific Staff Grievance Form is found in PDF format through the forms repository link on the My Universe webpage.

**Student Grievances**

Occasionally, students complain about their teachers. Ideally, when students have complaints, they will speak to the instructor first. Staff should engender an atmosphere in the classroom that makes a student feel comfortable speaking frankly with the staff member about problems. However, if students do not feel comfortable speaking frankly with the staff member or feel that their problem has not been resolved satisfactorily; students are instructed in the CIEP Student Handbook to complete a Grievance form (appendix Y1). The director 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 the 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.

**UNI Policy on Sexual Harassment**

All members of the UNI community are accountable for compliance with the following policy:

“It is the policy of the University to create a campus environment that is free from sexual harassment. The University will not tolerate any form of sexual harassment and will not condone any actions or words from employee or students that constitute sexual harassment.”

UNI considers sexual harassment to include those behaviors defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when:
1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or academic standing;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting the individual;

3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working, academic, or social environment.

Persons who believe they have been sexually harassed in a situation associated with the University should address their complaints to the appropriate office. Allegations against an employee should be addressed to the Office of Compliance and Equity Management. Allegations against a student should be filed in the Office of the Vice President for Educational and Student Services.

All University employees in a supervisory capacity are legally required to report to the Office of Compliance and Equity Management all allegations of sexual harassment of which they are made aware. The confidentiality of all parties will be honored to the extent legally allowed and which provides for an appropriate investigation. Persons seeking information or guidance concerning potential sexual harassment allegations are advised that legal obligations may require the University to take action once it is informed of a sexual harassment allegation. All University employees are encouraged to report allegations of sexual harassment to any supervisor or directly to the Office of Compliance and Equity Management.

**UNI Policy on Consensual Relationships**

The CIEP administration strongly advises CIEP staff members to avoid romantic and/or sexual relationships with CIEP students. Such relationships where a power differential exists may constitute sexual harassment and render the work, academic, or social environment intimidating or hostile. Such environments are against University policy and can result in disciplinary action. UNI policy is as follows:

“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. Further, the individual with the power in the relationship will bear the burden of responsibility should a complaint of sexual harassment be filed. Hence, all University employees are strongly discouraged from entering into romantic and/or sexual relationships, which could lead to the creation of a hostile environment, social, and/or work environment for other members of the University community.”

**UNI Policy on Alcohol and Drugs**

It is the policy of the University of Northern Iowa and Board of Regents to provide for a drug-free workplace and learning environment for students and employees. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol by students and employees on property owned by the University of Northern Iowa or in conjunction with a university-sponsored activity is prohibited.

Employees who violate this policy may be referred for an educational/treatment program and may be subject to disciplinary action including a formal reprimand, being placed on enforced leave status, suspension, termination or referral for prosecution.

CIEP staff who observe students exhibiting behavior that leads the staff member to believe the student is intoxicated or under the influence of a controlled substance should report such incidents to the director. Students who violate this policy may receive any of a number of sanctions, including an official warning, conduct probation, suspension, expulsion, or referral for prosecution and may be required to pay for any damages they caused. Depending upon the circumstances, participation in an educational program and/or treatment program may also be required.
It is the policy of UNI to assist employees and students in seeking help for abuse of alcohol and/or illicit drugs through an educational/treatment program.

If an emergency situation exists in the classroom or workplace, persons should call UNI Police at 273-4000 or 911.

Assistance for alcohol and substance abuse issues:

- Substance Abuse Services, 060 Student Health Center, 273-2137
- UNI Counseling Center, 103 Student Health Center, 273-2676
- UNI Health Clinic, Student Health Center, 273-2009

Assistance for UNI employees:

- Employee Assistance Program (EAP) 800-327-4692 (http://www.vpaf.uni.edu/hrs/eap/index.shtml)
- Pathways Behavioral Services 235-6571
- Covenant Medical Center Horizons Unit 272-2873
- Alcoholics Anonymous (AA) Hotline 291-3627
- Al-Anon Hotline 800-344-2666
- Narcotic Anonymous (NA) Hotline 291-8803

Employee Assistance Program (EAP)

The Employee Assistance Program or EAP is a wellness support program for UNI employees and their families. It provides access to counselors through a 24/7 hotline and in-person appointments with local professionals who are ready to help with any personal concern. EAP allows you to access the newest resources to help you stay healthy and productive, including life coaching, legal and financial consultation and elder care. It is free, confidential, and help is available anytime all year at 800-3274692 or check it out online at www.efr.org/myeap for helpful articles, videos and tools. The EAP can help with the following:

- Family and personal relationships
- Emotional or mental health
- Work and life balance
- Stress management
- Drug and alcohol abuse
- Financial or legal concerns
- Personal growth and development
- Work stress

UNI Policy on Anti-discrimination and Harassment

All members of the UNI community are accountable for compliance with the following policy:

“It is the policy of the University of Northern Iowa that there will be equal employment and educational opportunity without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law. This includes the provision of a campus environment that is free from illegal discrimination and harassment. The University will not tolerate any form of illegal discrimination or harassment and will not condone any actions or words from employees or students that constitute such.”

The University is committed to eliminating illegal discrimination and harassment, whenever they occur in the University community, by taking corrective action as a result of violations of this policy. Violations may lead to disciplinary action up to and including separation from the University.
UNI Policy on Reporting and Confidentiality

An allegation of discrimination and/or harassment against either an employee or graduate student who is employed by the University should be addressed to the Office of Compliance and Equity Management. An allegation against a student should be filed in the Office of the Vice President for Educational and Student Services.

Of course, an employee or student alleging discrimination and/or harassment is encouraged to discuss the allegation with the head of the department, as appropriate, in which the alleged discrimination occurred. This step is to facilitate an informal resolution of the matter whenever possible. In the event that an informal resolution is not reached, the student or employee may consult with the Office of Compliance and Equity Management (Gilchrist Building room 117) to initiate a formal investigation.

Complaints of discrimination or harassment filed with the University will be treated with the utmost privacy possible to the extent allowed by law, while also assuring a complete investigation. University personnel involved in or responsible for any aspect of a complaint shall maintain such confidentiality throughout the processing of the complaint.

Confidentiality Policy for all CIEP Staff

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. The following procedures must be followed:

- 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 should not be sold, purchased, provided, disclosed or exchanged without proper consent from the data 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 person will be subject to disciplinary action, up to and including termination and/or legal action.

Procedures for Teaching Staff

Textbooks and Materials
Each staff member should first obtain a copy of course syllabus and textbook(s) and become familiar with the overall content and sequencing of his/her assigned teaching materials in order to develop a general plan for his/her class. In addition, the staff member should ascertain the relationship between his/her materials and those in other classes. This can be done by reviewing the texts and reading the course overviews. It is desirable to have interclass reinforcement of material as well as understand key outcomes and objectives that are required for other classes in the same level. Instructors’ copies of textbooks for each course are found in the CIEP library but if something is missing, staff should see the program coordinator about replacing it.

Normally, staff members are expected to make their own copies of materials. Each staff member is assigned a copier password for this purpose. There is no limit on the number of copies made. However, in special situations where help is needed because of the large amount, the office staff may be assigned to assist or a copying service contracted. Staff should make their requests for special help to the Program Coordinator, who will determine the best way to meet their needs.

Students are required to have their textbooks during the first week of class. Students can buy new or used books at University Book and Supply near campus on 23rd Street. Of course students can also borrow or buy books from friends and other sources. However, if students have used books, staff must insist that students erase them so as to have books without pre-written answers. Staff can also insist that the student purchase a new text or other materials.

**Guidelines for Use of Materials and Copyright**

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 fee are required (for example, when materials are included in course packs). Sorting out what a person can or cannot do is often confusing. Therefore, 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](http://www.library.uni.edu/copyright-policies)

Copyright information for UNI – [http://www.uni.edu/osp/copyright-uni](http://www.uni.edu/osp/copyright-uni)

[Know Your Copy Rights brochure](http://www.library.uni.edu/sites/default/files/copyright/copybroch.pdf)

**Procedure for Placement of Students into CIEP**

All persons entering classes in the CIEP are given a battery of tests to ensure appropriate placement. In addition, students conditionally admitted to UNI take placement tests to determine their placement or exit from the CIEP. Normally placement exams are scheduled a few days before classes start. This battery of tests includes: a reading test, a listening/note-taking test, a written essay, a grammar test, and an oral interview. The time of each administration is as follows:

<table>
<thead>
<tr>
<th>Placement test and order</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Grammar</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Listening/note-taking</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Oral interview</td>
<td>5-7 minutes</td>
</tr>
</tbody>
</table>

Once the placement tests are completed, the proctors work collaboratively to score and analyze the results. From these results, each student is placed into his or her appropriate level for each skills-based class. 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. Normally, a student can progress a whole level in each skill area within an
eight-week session. Once it is determined where the student is placed, the *English Placement Test Results* form (appendix X) is completed for each student and given to the director so as to determine the CIEP class schedule.

New students that arrive late to the program are evaluated individually. Students are generally not examined or placed after the first week of classes unless there are extraneous circumstances or at the special request of a University department.

During the second week of the session, a placement meeting is called by the director to re-examine placement for all students -- especially newly enrolled students. During this meeting, teachers discuss the progress of students based on in-class diagnostic work done the first week of the session.

Remember, all students in your class should be diagnostically tested, but only new students are re-examined for correct placement and discussed at the placement meeting. Continuing students should file a *Problem Resolution Form* (Grievance Form, Appendix Y1). Results of the placement meeting determine if the new students are placed correctly in classes as a safeguard to the placement process. Students are told that they are being evaluated during the first week of class and that a placement meeting will determine any necessary placement changes.

**Procedure for Placement of Late Arrivals**

Any student not arriving, tested, and placed by the end of the first week of classes is considered a late arrival. All late arrivals receive the same placement testing as non-late arrivals. Late arrivals with borderline test results will be placed in the lower of the two possible levels.

Students arriving after the first week of classes will not be placed if no appropriate class space is available. Instead, students will be counseled to wait until the next session to start the class. Moreover, the director will explain the situation to the staff (student’s background, placement test results, etc.) to ask if there is a reasonable chance the student will fit into the class and the probability of successfully completing and passing the class. If the staff feels the fit is not an appropriate one, a lower class will be selected or, at the very least, the student will be informed that her or his probability of passing the class is small.

Once placement and a class schedule are made, the late arriving student is informed of his or her placement, the reasoning behind the placement decision, and probability of successfully completing and passing the class. In some instance, late arrival students may also receive tutoring or placement in elective courses to supplement their educational needs. There is no cost associated with the supplemental instruction.

Late arrival students always have the choice of weighing their options and delaying their enrollment in the CIEP so long as immigration rules and guidelines permit it.

**Procedure for Placement of Provisionally (Conditionally) Admitted Students**

Students provisionally admitted to an academic program at the University of Northern Iowa must take the battery of placement tests offered by the CIEP. In these cases, the student has not satisfied her or his English language requirement (TOEFL, IELT, etc) and must satisfy this condition to become fully enrolled as an academic student at UNI. Attending the CIEP provides the conditionally admitted student a means to satisfy this requirement. However to begin the student must be tested to determine the student’s level of English proficiency. In some cases, the student completes the placement testing and scores well enough to pass the English language requirement without enrolling in the CIEP. However, in most instances the student tests into one or more CIEP classes. Finally, the director provides the student’s results with the UNI Admission’s Office and/or UNI graduate department to determine final placement in the CIEP.

Students interested in academic programs of study should make an appointment with the UNI Admissions staff to discuss their intentions to take academic classes. The Admissions Office will make the final decision about a student taking academic classes at UNI.
Procedure for Determining Teaching Assignments

At the end of each session, the 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 quarter.
- 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.
- In addition to the logistical considerations listed, 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.

Procedure for Administering TOEFL

The test of English as a foreign language (TOEFL) is administered once during each 8-week session. Students sign up and pay a fee in the main office to take the TOEFL. Usually no more than 30 students are allowed to sign up and the director selects two or more proctors from the staff to administer the exam. The procedure for administering the test is as follows:

Staff members assigned to proctor the test will receive the sign-up sheet. Since the office establishes the amount of test materials ordered and creates a sign up based on this number, there should be enough tests for those signed up.

Day before exam:

1. It is important that proctors review and understand all procedures as outlined in the Institutional Testing Program: Manual for Supervisors. Proctors should pay close attention to policies regarding late starts and cheating.
2. Make a copy of the TOEFL signup sheet and leave the original with the office staff.
3. Check materials sent by ETS using the invoice and checklist supplied from the company.
4. Sharpen enough pencils for test takers.
5. Keep materials in a secure location until needed.
6. Confirm the location and time with the Program Coordinator.
Day of exam:

1. Bring the materials and CD player to the predetermined testing location.
2. Students should report to the testing room at least 15 minutes before the announced start time. Proctors should collect the admission slips, check identification, and help those who have not completed their slips.
3. After the exam, proctors should collect the answer sheets first, and then test booklets, and finally pencils. Next, proctors must count the number of test booklets and answer sheets and match it against the number of test takers. These numbers should match. Then dismiss students and bring all materials to the main office. It is helpful to inform students when they can pick up scores from the main office prior to dismissing them.
4. Ask the office staff for a score report form and score the exams by hand. Be sure that each exam is rechecked by the other proctor and see that both scores are the same.
5. Do not score exams for students that have cheated or have other irregularities. Instead, complete a report for the student to be sent to ETS with the other results.
6. Present the results to the office staff as well as any unused tests or materials.

Student Health

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. Students arriving to campus with health insurance coverage or with coverage not approved by the university are assigned coverage under the Student Health Insurance Plan (SHIP) and charged by the company.

Staff 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.

Staff Orientations

All staff must attend an annual 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 staff regarding requirements and outcomes necessary to pass classes in CIEP and to update them about any changes to the program made in the past year. This orientation is organized by the director and announced to all staff prior to the start of the academic year. A copy of the agenda is presented to all at the orientation.

An additional new staff orientation is held prior to the start of classes in August or January. This orientation is for new members of the staff including graduate teaching assistants, part time and full time 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 the director, or Academic Support Coordinator, or Program Coordinator.

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 are not appropriate
- Clothing that is torn, dirty, or frayed
- Clothing that has words, terms, or pictures that may be derogatory to others
- Athletic tops or pants normally 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.

### Teacher Evaluation Protocol

The CIEP utilizes a four-part protocol for evaluation of instructional staff. The four parts are: 1) Supervisor Observation, 2) Peer Observation, 3) Instructor/Class Evaluation by students, and 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 performance appraisal meeting held once near the end of the academic year. A more complete description of each part follows:

1. **Supervisor Observations:**
   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 Specialist and Academic Support Assistants. A CIEP Teacher Observation Form (see CIEP Staff Handbook – appendix J4) is used by the director and helps provide information for the Post Observation Follow-Up Plan (see CIEP Staff Handbook – Appendix J5). 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 notifies and observes the classroom performance of each temporary employee on the instructional staff; more specifically, the 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. Since temporary staff members work for various lengths of time, the observation is normally conducted in the first session taught by the Graduate Teaching Assistant or Program Assistant.

(2) Peer Observations:
All instructional staff members are required to observe (1) 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 CIEP Staff Handbook – appendix J4) 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 CIEP Staff Handbook – Appendix J5 ) 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.

Final note on observations:
It is important that all observations in the CIEP be arranged beforehand. Surprise observations are not part of the protocol. In addition, it is advised that observers read Suggestions for Presenting Useful Feedback after In-Class Observations (see CIEP Staff Handbook – Appendix J3 ) prior to making the observation and follow procedures for in-class observations outlined in this handbook in the section entitled “Procedures for In-Class Observations.”

(3) Instructor/Class Evaluations:
Each session students complete mandatory evaluations for each class they attend. The Instructor/Class Evaluation (see CIEP Staff Handbook – Appendix D ) 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 CIEP Staff Handbook – Appendix Q ) and copied to the instructor along with the tally sheet. For information on how Instructor/Class Evaluations are conducted, please refer to the section in this handbook entitled “Procedure for Administering Instructor/Class Evaluations.” Please note that comments written on the bottom of the form are presented in typed form before presenting them to the instructor.

(4) 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 CIEP Staff Handbook – Appendix R ). This form includes a goal worksheet which the staff member should also complete and bring to the appraisal meeting with his or her supervisor.

Peer Observations by CIEP Staff

Overview
Each academic year, as part of the evaluation protocol, all instructional staff members are required to make peer observations of their colleagues. The peer staff members should follow the procedures and steps for making in-class observations of CIEP staff as established in the CIEP Staff Handbook (see section on Procedures for In-Class Observations).

Documentation
After the observation process is completed, it is not appropriate to provide the director with copies of the CIEP Teacher Observation Form or any forms used during the actual observation. However, it is necessary to provide the director a copy of the Post Observation Teacher Follow-up Plan. The director will discuss this plan as part of the performance appraisal meeting held annually, usually in the month of April. Therefore, it is important that the Self-Evaluation Observation happen prior to this meeting.
### Procedures for In-Class Observations

There are steps for making an observation of a staff member. These steps are outlined in the following chart under “actions.” The “tools” or forms associated with each step in bold are found in Appendix J of this handbook. It is recommended that observers follow these actions and use appropriate forms so that the observation has maximum benefit to the teacher.

<table>
<thead>
<tr>
<th><strong>Actions</strong></th>
<th><strong>Tools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Visit</strong></td>
<td></td>
</tr>
<tr>
<td>Make initial contact with teacher about the observation.</td>
<td>Letter of Intention to Make In-Class Observation</td>
</tr>
<tr>
<td>Send to teacher:</td>
<td>Request for Background Information Prior to In-Class Observation form</td>
</tr>
<tr>
<td>▪ Letter of Intention to Make In-Class Observation</td>
<td>Do’s and Don’ts for In-class Observations</td>
</tr>
<tr>
<td>▪ Request for Background Information Prior to In-Class Observation</td>
<td>Suggestions for Presenting Useful Feedback after In-Class Observations</td>
</tr>
<tr>
<td>Read:</td>
<td></td>
</tr>
<tr>
<td>▪ Suggestions for Presenting Useful Feedback after In-Class Observations</td>
<td></td>
</tr>
<tr>
<td>▪ Dos and Don’ts for In-Class Observations</td>
<td></td>
</tr>
<tr>
<td>Call:</td>
<td></td>
</tr>
<tr>
<td>▪ To discuss the letter and request, explain what you will do, elicit teacher’s suggestions about particulars to be observed, and set up visit.</td>
<td></td>
</tr>
<tr>
<td><strong>During Visit</strong></td>
<td>CIEP Teacher Observation and Evaluation Form</td>
</tr>
<tr>
<td>Observe class, take notes, provide brief, immediate, positive feedback to teacher and confirm next steps.</td>
<td>Notes made by both parties in a discussion prior to the observation visit</td>
</tr>
<tr>
<td></td>
<td>Observation notes</td>
</tr>
</tbody>
</table>
### After Visit

<table>
<thead>
<tr>
<th>CIEP Staff Handbook</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete “CIEP Teacher Observation and Evaluation Form” using notes from visit.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Visit teacher to discuss results of completed form and to complete a “Post-Observation Teacher Follow-up Plan.”</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Observations Requested by the Director

In rare circumstances, where issues and grievances (from students and/or colleagues) about a staff member are brought to the attention of the director, the director may decide to observe or have a digital recording of the class made. In these rare instances, the director: 1) first discusses the purpose of the observation with the staff member, 2) arranges with the staff member to observe or record class(es), 3) discusses class(es) and/or recording(s) in a post-observation meeting(s) and any necessary improvements. Finally, given the serious nature and consequences connected to this type of observation, it is important for the staff member to communicate his or her needs and expectations regarding the observation to the director prior to the observation.

### Procedure for Administering Instructor/Class Evaluations

During the last week of each session the CIEP requests that students complete an Instructor/Class Evaluation Form (see Appendix D) for each class they attend. Copies of these forms are given to CIEP staff members for each class she or he teaches. **However, Writing classes are considered a single preparation and a single evaluation form should be administered for both hours unless each class is taught by separate instructors.** In addition, the forms for each class are weighted and averaged to a value between 1.0 and 5.0 (see Appendix Q - Instructor/Class Evaluation Tally Sheet). The purpose of the evaluation form is threefold:

- 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 quality of instruction meets the goals and standards of the CIEP as set forth in the Staff Standards section of this handbook.
  - To help decide teaching assignments for staff.

The form is divided into three areas: (1) self-evaluation, (2) teacher evaluation, and (3) materials evaluation. The procedure for administering the evaluation instrument is described here:

1. The staff member passes out copies of the instrument, explains its purpose, and directs the students on how to complete the form.
2. The staff member assigns a student to 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 Baker 72.
3. The teacher leaves the room before students begin completing the evaluation form.
4. Once in the office, the evaluation forms are kept secure until after student grades have been submitted.
5. Later, the forms are reviewed by the director only. Copies are made and supplied to the teacher. Originals are kept in the director’s office for a period of 5 years after which they become the property of the staff member or destroyed.

**Instructor/Class Evaluation Tally Sheet**

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 (see appendix Q). 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,
Procedures for Completing a Self-Appraisal Questionnaire and Goal Worksheet

Every year, as part of the teacher evaluation protocol, each full-time CIEP instructional staff member must complete a CIEP Self-Appraisal Questionnaire and Goal Worksheet for Teaching Staff. The form asks questions about the staff member’s teaching for the previous year, and 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. Completed CIEP Self-Appraisal Questionnaire for Teaching Staff (see appendix R) form should be submitted to the director no later than March 31. The answers to the questionnaire are discussed in the annual performance appraisal meeting in April and a copy is put into the employees office file. Likewise all staff members are encouraged to complete a Self-Appraisal (see appendix F) and bring it to the performance appraisal meeting. Students assigned as office workers complete a Self-Appraisal for Office Assistants (see appendix V), which is shared with the program coordinator during the performance appraisal.

Teacher Feedback Form

Twice a year, the CIEP distributes Teacher Feedback Forms (appendix T) to its teaching staff. The purpose of the form is to collect feedback from the staff members about their experience teaching in the CIEP during the previous sessions. The forms focus on books, equipment and facilities, curriculum, and other aspects about teaching in CIEP classes. By the end of the session, the forms are passed into the director, who examines and summarizes their content in a memo to the staff. The forms help the program better understand the needs and feelings of the instructional staff in regards to their daily work in the classroom. Moreover, the forms help the director better understand and plan for the future needs of the program.

Procedures for 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 (located in Appendix L) and Emergency Plan (located in Appendix M), offer details about procedures to follow. However, the following excerpt from the reference guide (Appendix L1) is the general procedure for reporting emergencies.

1. When requesting emergency assistance, reporting a fire or a criminal act, call: University Police at 273-4000 or dial 9-911

2. When requesting assistance, provide the following:
   a. Location of the emergency.
   b. Phone number from which the call is being made.
   c. Caller’s name.
   d. What assistance is needed, if known?
   e. How many are injured.
   f. Condition of the injured person(s).
   g. What happened?

3. 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.”

Types of behavior that may require intervention include:

a. Signs of severe depression such as lack of hygiene, inappropriate crying, or statements suggesting suicidal thoughts.

b. Signs of drug or alcohol abuse such as intoxication or complete lack of focus in class.

c. Disruptive, aggressive or threatening behavior towards the staff member or other students.

d. Displays of physical violent behavior, verbal threats, threatening email or letters, stalking behavior, and papers or exams that contain violent or threatening material.

e. Displays of verbal abuse toward students or UNI staff.

Of course 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.

**Office Evaluation Protocol**

The CIEP utilizes a self-appraisal questionnaire and written performance appraisal to evaluate the office staff. All administrative staff complete a self-appraisal questionnaire. The one used by the Program Coordinator (appendix F) is a form provided by Human Resource Services; the one used by student assistants (appendix V) is a form created in-house and approved by the Financial Aid Office.

The Program Coordinator is welcome to share forms completed by those under the Program Coordinator’s supervision with the CIEP Director but this is not required. The director arranges to meet the Program Coordinator, who discusses future goals, performance expectations, and aspirations with the director. The director presents the written performance appraisal to the coordinator, who signs it. Goals are discussed and mutually decided upon for the coming year. A copy of the written evaluation is given to the coordinator, a copy is put in the personnel file, and the original is co-signed by the director and sent to the Assistant Provost for International Programs.

A student assistant is required to complete a self-appraisal form and submit it to the Program Coordinator. The coordinator arranges to meet with the assistant, review the contents of the self-appraisal as well as the contents of the performance appraisal. The appraisal is meant to provide feedback to the student about his or her job performance and apprise the student of performance expectations on the part of the Program Coordinator. The completed self-appraisal form and performance appraisal is kept in the employee’s personnel file. A copy of the performance appraisal is given to the employee.

**Procedures for Students and Staff with Disabilities**

In a course syllabus or first day handout, staff should include a statement inviting students to discuss their academic needs. For example,

> “If you have a documented disability and wish to discuss academic accommodations, please contact me or the Office for Student Disability Services in the Student Health Center, Room 103.”

Staff should be sensitive to the fact that students are very uncomfortable being approached during class to discuss their disability and/or academic accommodations; this should be done privately. Moreover, students with special needs should be discussed with the director. In order to receive assistance with requests for accommodations, a student with a disability must contact the Office of Student Disability Services.

Staff members with a disability who wish to request an accommodation should contact the director or the coordinator of employee disability services located in Human Resource Services. If an employee or student feels his or her rights under the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990 have
been violated, they may consult with the Office of Compliance and Equity Management located in 117 Gilchrist Building.

Office Hours

All CIEP instructional staff is required to make themselves available for student consultations. A teacher must hold office hours for at least 2 hours/week. In addition, the teacher can request that students make appointments. Office hours should be included on each course syllabus and provided to the office staff.

Procedures for Time Cards and Pay Periods

All employees of the CIEP are required to submit time cards to the University which require a supervisor’s approval. Staff working on an hourly basis must submit weekly time cards. Once hired, they should meet with the Program Coordinator to have their time cards set up and learn how to complete one. Full-time salaried staff must complete a monthly time card. Again, the Program Coordinator or director will explain to the employee about how to complete it.

Before a time card can be entered and paychecks issued, all forms that are required for employment by the University must be completed and be on file in the payroll office. Moreover, Human Resource Services has to approve the person’s status as an employee.

Full-time staff must submit time cards on a monthly basis for review and approval by the director. Moreover, full-time employees are paid on a monthly basis at the end of each month over a 9, 10, 11, or 12 month distribution period depending on the staff member’s appointment. Full-time staff working on less than 12 month appointments are paid differently for special summer contracts or participation in summer programs. Summer contracts are not guaranteed to staff with less than 11 month contracts. Instead, staff with 9 and 10 month appointments may request summer contracts. The director will in turn consider the request based on: 1) level of summer enrollment and 2) ability of the CIEP to afford the staff member’s salary in relation to the teaching duties assigned for summer.

Staff with adjunct status are paid on an hourly basis at the end of each month. Adjuncts are contracted from session to session depending on their performance and the programmatic needs of the CIEP (see position description in Position Descriptions, Responsibilities and Professional Standards section of handbook). Adjuncts are eligible for summer employment provided they are eligible to be employed by UNI, their performance is satisfactory, and there exists a programmatic need.

Graduate assistant stipends are not paid by the CIEP but by other UNI departments. Graduate assistants are eligible for summer employment paid by the CIEP provided their performance is satisfactory and there exists a programmatic need.

Please note that weekly time cards reflect only time worked. Monthly time cards, on the other hand, reflect time away from the office (sick leave, excused duty, emergency leave, medical appointments, etc.) during normal working hours when classes are in session.

The following types of excused absences apply to full-time staff and part-time staff. Graduate assistants are not required to complete time cards and make arrangements for leave with the Coordinator of the MA/TESOL Program working in conjunction with the director and guidelines set forth for graduate assistants at the University of Northern Iowa.

Hour Types for Full-Time Staff (P&S Term and Temporary appointments)

- **Excused Duty** - Paid, short-term leaves for United Staff members to be absent from campus duties for educational and research purposes, conferences, bereavement, and other professional activities.
- **Jury Duty** - Time missed due to jury service.
Medical Appointment - Absences for medical appointments if the United Staff member misses classes or is absent from campus for half or more of one day. This is usage reduction of sick leave.

Military Leave - Time missed without pay in accord with Section 29A.28 of the Code of Iowa.

Off Duty (No Pay) - Absence for which no pay is to be made.

Sick Injury (Work Comp) - Time missed when injured at work. Employees who are injured on the job should report the injury to their supervisor, regardless of how minor the injury. The supervisor will complete the Employer’s First Report of Injury Form and send it along with any medical charges to the Benefits Section.

Sick Leave - Time missed due to injury or illness. Should be recorded for any day the staff member misses classes or other University obligations, or is absent from campus for half or more of a day due to injury or illness. A United Staff member may use up to a maximum of five days of accumulated sick leave per academic year for serious illness involving necessary care and attention for the staff member’s spouse, minor child, domestic partner, parent or adoption of a child.

Adoption Leave - A newly adoptive parent is entitled to five days paid leave chargeable to accrued sick leave.

Family Leave - Paid time off for the care of an ill or injured immediate family member. Up to a maximum of 40 hours of sick leave per fiscal year may be used. Immediate family is defined as and limited to spouse, domestic partner, children, including step and foster, (and their spouses), parents, including step and foster, grandparents, grandchildren, legal wards, siblings, including step and foster, (and their spouses), of the employee or spouse; aunts, uncles, nieces, nephews and first cousins of the employee or spouse; or other relatives residing in the employee’s immediate household. Emergency leave is a use of the employee’s sick leave accrual.

Pall Bearer – Up to 8 hours of accumulated sick leave per occurrence may be used to serve as a pallbearer or funeral attendant for someone outside the immediate family. This is a use of the employee’s sick leave accrual.

Funeral Leave – Time missed, up to 24 hours, for a death in the employee’s immediate family. Funeral leave is a use of the employee’s sick leave accrual.

Holiday - Paid time off for designated University holidays.

Sick Injury (Work Comp) – Time missed when injured at work. Employees who are injured on the job should report the injury to their supervisor, regardless of how minor the injury. The supervisor will complete the Employer’s First Report of Injury Form and send it along with any medical charges to the Benefits Section of HRS.

Vacation – Paid time off.

Hour Types for Part-Time Staff (P&S Temp Hourly positions)

Comp Time Earned – Time off earned after total hours worked in a week exceeds 40 hours. The accrual for Compensatory Time will be 1.5 times the hours of compensatory time entered on the timecard.

Comp Time Used – Time not worked, but paid through usage of compensatory time previously earned.

Excused Duty – Time missed, but paid, for attendance at University related meetings, seminars, etc.

Overtime - Used only after total hours worked in a week exceeds 40 hours. Pay for overtime will be at 1-1/2 times the regular rate.

Regular - Time worked.

Off Duty – Time not worked.

Excused Duty – Time missed, but paid, for attendance at work-related events approved by supervisor.

Procedures for 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 and 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.

Custodial Services

All staff members are asked to leave their classrooms in an orderly condition, ready for use by the next class. It is a matter of professional courtesy to erase boards and return classroom fixtures and other items to their original location so that the next person is not taking his or her time to do so. Likewise, 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.

Student Fees

The CIEP main office collects payment for testing fees. Fees for applications are collected online at the CIEP website. Fees for housing and meal plans are collected by the UNI cashier. Tuition and university fees are collected by the UNI Cashier or Business Operations. Under no circumstances should a staff member collect fees or any money from any student enrolled in CIEP or UNI.

Student Behavior and Expectations

Student Responsibilities

- To treat each other and their instructors with respect and civility. Failure to do so requires action on the part of the staff and possibly the director to correct the situation.
- To attend every class unless unable to do so for medical or personal reasons and be expected to make up missed class work or homework.
- To engage in class activities and participate to the best of their ability.
- To do homework in a timely manner and understand the consequences for missing or late assignments. To try to engage in the local community and culture and most especially in CIEP-sponsored events and programming (i.e. Friends and Family Program).

General Guidelines for Issues with Students

It is important for staff members to clearly communicate their expectations to students and demonstrate consistency when applying class rules, stating CIEP policy, or assigning homework. Furthermore, it is important that staff members read the CIEP Student Handbook and are familiar with its policies and procedures for students.

Classroom Disruptions

Although uncommon in the CIEP, it is necessary for staff members to understand what constitutes disruptive behavior in the classroom. Also, it is important for staff members to take all threats seriously. The following is taken from UNI Prevention and Response to Critical Incidents pamphlet. Examples of disruptive behavior include but are not limited to the following:

- Challenging the instructor’s authority in class.
- Inappropriate, disrespectful or uncivil responses to the comments or opinions of others in the classroom.
- Threats/challenges to do physical harm (even when stated in a joking manner).
- Intimidating or bullying behavior.
- Use of obscene or profane language.
- Excessive talking.
- Late arrival or early departure from class without permission.
- Use of personal electronic devices such as pagers, cell phones or PDAs.
- Coming to class under the influence of alcohol or another controlled substance.
- Bringing individuals to class who are not enrolled, including infants or children.
• Inappropriate conduct while on field assignments.

Steps for Preventing and Managing Disruptions in the Classroom

Step 1
Set clear expectations for behavior in course syllabus and discuss with students the first day of class.

Step 2
When disruptive behavior causes you or others students concern, ask the student to remain after class for a conversation or schedule a meeting. Do not meet with the student alone if you have concerns for your safety. If a meeting cannot be arranged in person, communicate by phone, E-mail, or letter to reach the student before the next class session. If the behavior causes you serious concern, you may inform the student they cannot return to class until he or she has met with you to discuss the concerns.

Step 3
During your meeting, discuss the disruptive behavior, clarify your expectations, ask for cooperation in adhering to class standards, and outline possible consequences if the disruptive behavior continues.

Step 4
Make a record of any meetings or conversations and send a letter to the student summarizing the discussion.

Step 5
You are encouraged to involve the director when meeting with a student responsible for seriously disruptive behavior. This will serve to reinforce the importance of your standards, add other perspectives, and help to keep the conversation focused on the behaviors and not the personalities.

Note: If the staff member feels it is necessary to involve the director, she or he should visit with the director and discuss the situation. The director in turn will meet the student as outlined in Guidelines for In-Class Behavior and Academic Integrity. If necessary, the Dean of Students will also be involved.

Steps for De-escalating a Situation

Staff members should never place themselves in dangerous situations and should discontinue interaction and leave if they feel personally threatened. However, there are some simple steps that help uncomfortable situations that disrupt the classroom.

✓ Take a deep breath and relax.
✓ Look the other person in the eye.
✓ Both either sit or stand when communicating.
✓ Speak slowly and softly.
✓ Keep your arms and legs uncrossed.
✓ Remember to look for win-win results.
✓ Paraphrase what the other person said.
✓ Give “I” messages.
✓ Watch your language; try not to use words that tend to escalate conflict, such as never, always, unless, can’t, won’t or don’t.
✓ Use words that tend to de-escalate, such as maybe, perhaps, what if or seems like.
✓ Ask questions to encourage them to look at solutions.
✓ Ask open-ended questions.

Your safety:
✓ Never place yourself in a situation where you are dealing with a potentially dangerous person alone.
✓ Always make plans to have additional persons in the meeting or in the area to assist if necessary
✓ Anytime you feel personally threatened, stop the interaction and leave.

Missing Student and Emergency Contact Information
The university requests emergency contact information from students residing in the university-owned residence system. This information is kept confidential and used only by authorized university personnel in the event a student is believed to be missing. If you believe a student may be missing, immediately report this information to UNI Police or the Dean of Students Office. All reports of missing students will be investigated and given priority.

Referring Students to Counseling

As with many of life’s problems, earlier intervention is often better. A person who receives appropriate help sooner, rather than later, may be less likely to experience more severe symptoms or problems. The following signs may indicate a need to refer a student to the Counseling Center:

- Depression
- Suicidal thoughts or feelings
- Drug and alcohol abuse
- Abrupt changes in behavior
- Inappropriate crying
- Outbursts of anger
- Low self-esteem
- 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 2011), 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 tells you
- Avoid criticizing or sounding judgmental
- Suggest the Counseling Center as a resource to help the student
- 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 Counseling Center

Urgent or Crisis situation

If danger is immediate, call UNI Police Emergency at 273-4000 or 911. If you believe there is an urgent situation with a student, call the Counseling Center at 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 Public Safety 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.

Plagiarism and Cheating

The CIEP Student Handbook clearly describes plagiarism and cheating as it pertains to an American academic setting. Staff should review and explain these concepts to their students as well as their expectations and consequences for cheating or committing acts of plagiarism (see Appendix N).

Instructional staff should also use the CIEP Cheating/Plagiarism form found in appendix N. 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 explain the situation clearly to the student and provide a completed copy of the form to the student. Any disciplinary action should also be made clear to the student and documented on the form along with supporting documents if applicable. In cases involving classroom behavior unrelated to cheating or plagiarism, the Guidelines for In-Class Behavior form (appendix Z) should be used.

Guidelines for In-Class Behavior and Academic Integrity

Students who repeatedly exhibit disruptive behavior and/or lack a sense of academic integrity may be referred to the director or Academic Support Coordinator. It is their responsibility to meet with the student, review his or her behavior in class (or out of class behavior as it relates to in-class performance and work assignments), and educate the student about the type of behavior expected in an American university academic setting. While meeting with the student, they will review a Guidelines for In-Class Behavior form (see appendix Z) to be completed beforehand with the staff. The form records a brief description of the student’s behavior and general guidelines to follow regarding in-class behavior and academic integrity. After the meeting, both the student and director or Academic Support Coordinator sign the form with one copy going to the student, one copy to the staff member(s) involved, and the original is kept in the student’s file folder.
Professional Standards, Responsibilities and Position Descriptions

Teaching Standards for CIEP Staff

In addition to the general obligations listed below in this section, please refer to the position descriptions in this section.

General Obligations:

1. Complies with contractual obligations as outlined in the position description.
2. Contacts the administration for help in handling special issues that involve a student’s healthy life outside the classroom, classroom behavior, or anything else affecting a student’s performance in the classroom.
3. Is responsive to students’ needs and program needs as change arises in the CIEP, is willing to teach different levels and skills as needed, and is willing to work with new populations of students that enter the program.
4. Helps foster an environment of collegiality in the CIEP.

Class Preparation:

1. Sets clear and reasonable goals for students.
2. Is aware of the student learning outcomes (SLO) for the class and communicates them to students.
3. Prepares and follows the class syllabus.
4. Adapts and revises the syllabus according to the needs of the students without compromising curriculum objects for the class.
5. Presents organized lessons according to a plan that is sufficiently challenging for students.
6. Is able to adapt a lesson to meet the needs of the class.
7. Knows the subject matter.
8. Is prepared for class.
9. Uses and/or develops appropriate and relevant techniques or materials.

Student Interaction/Class Management:

1. Creates and maintains a classroom environment that encourages learning.
2. Adapts to the environment to suit the activity or objectives at hand.
3. Uses a variety of materials and media to meet the objectives and maintain student interest.
4. Starts and ends class on time.
5. Uses class time efficiently.
6. Keeps lesson moving at a pace that meets students’ needs and conforms to the class syllabus.
7. Facilitates student-centered lessons and uses a teacher-centered approach when appropriate.
8. Strives to generate interpersonal rapport among students.
9. Is sensitive to cultural diversity and maintains an environment of mutual respect in the classroom.
10. Deals fairly and equally with all students.
11. Respects different learning styles and accommodates them.
12. Encourages questions, discussion, and general student participation in a variety of ways.
13. Explains directions and lesson points clearly.
14. Motivates students to do their best.
15. Provides adequate and timely feedback to students.
16. Dedicates individual attention to students needing it.
17. Deals with disruptive student behavior in a timely, effective manner.
18. Keeps carefully quantified and organized records of attendance, tests results, homework, and other evaluations for both the student’s inquiry and programmatic needs.
19. Routinely and thoroughly evaluates students’ grasp of the course material.

Professional Development:

1. Invests time and effort in remaining professionally vital and effective in the practice of teaching and other practices pertaining to one’s duties.

For example, this may include, but is not limited to, the following:

a. Keeps current with and/or uses classroom technology available to CIEP teachers.
b. Reads articles and/or attends professional presentations about trends in teaching.
c. Employs ideas from articles, presentation, discussions, etc. on new trends in teaching.
d. Collaborates with other teachers, for example, sharing activities, ideas, class exchanges, etc.
e. Writes articles and/or gives presentations, discussion, etc. on new trends in teaching or topics relevant to the profession.
f. Observes other classes/ is observed, especially for purposes of engaging in pedagogical discussions.
g. Engages in other related activities, for example, language learning, outside teaching, that enhances or improve one’s teaching practice.

Responsibilities for CIEP Teaching Staff

Please note that some of the responsibilities listed here overlap and reiterate those listed in the Teaching Standards for CIEP Staff.

- To record attendance, homework, and grades for all students as they would in an academic setting. Also, that student midterm reports and final grades be recorded in accordance with CIEP procedure.
- To present oneself professionally both in appearance and behavior (see Dress Code).
- To recognize the need to move the pace of the class quickly enough so as to complete the assigned material/syllabus for the course. This may mean that not all students are up to the challenges of passing the class. This also implies that not all language learners are equal in ability and that some may take longer than others to master the skills necessary to work at a particular level in the program.
- To make an effort to inform students of CIEP policies and procedures, especially in regards to attendance, academic probation, final exams, methods of evaluation, and what is expected in class to pass.
- Attend CIEP welcome events for new students and end of term graduation events.
- Schedule at least two (2) office hours a week for student consultations and include the time and office location on your syllabus.
- Check mailbox and email for announcements and notices related to the CIEP.
- Pass along CIEP announcements and program related information to students.
- Attend CIEP staff meetings for instructional staff.
- Pass along correspondence sealed and addressed to student(s) attending your class.
- Notify office staff if class is meeting outside of regularly assigned classroom (i.e. field trip, library tour, class exchange, etc.).
- Use the textbook assigned to the class. It should be the primary source of instruction.
- Start and end class on time. If consecutive classrooms are located some distance from each other, arrange with the office staff for another room; please do not make independent arrangements.
- To give a course syllabus to students in your classes.

**Description of Staff Positions**

The following information has been prepared to help you become familiar with the CIEP staff. This is neither a contract nor an agreement of employment for a definite period of time; rather, it is a summary of CIEP appointment designations and typical personnel characteristics and responsibilities. The following information is subject to change and is secondary to official University and P&S policies.

The CIEP staff is comprised of individuals holding various appointments classified by the University of Northern Iowa (UNI). These appointments fall under the classifications of either Professional & Scientific (P&S) personnel or the Graduate Assistantship System. P&S positions in the CIEP are designated as full-time term, full-time temporary, or part-time temporary. All full-time term positions in the CIEP carry the job title of Academic Support Specialist or Academic Support Assistant. Part-time and temporary P&S positions carry the title of Program Assistant. For further information about Professional and Scientific appointments, please see the P&S Staff Guide found on the UNI Human Resource Services webpage (http://www.uni.edu/hrs). For more information on Graduate Assistantships, please see the Graduate College webpage (http://www.grad.uni.edu).

It is important to note that UNI employs P&S personnel with various lengths of appointments. Most teaching staff (Academic Support Assistants and Academic Support Specialist) are employed in the CIEP on nine month appointments which follow the academic calendar. Nine month appointments require 167 days of service to the University and follow the academic calendar year. These appointments include periods of service just prior and after the academic calendar. Appointments for twelve months (i.e. director, program coordinator) follow the calendar year and periods whenever the University is officially open (excludes official university holidays). Appointments for 11 months (i.e. Academic Support Coordinator) follow the academic year plus the summer session (208 days of scheduled service per year). For more complete and up-to-date information about the P&S service schedule, please see employee information for Professional and Scientific Staff at www.vpaf.uni.edu/hrs. Finally, full time staff who are delivering instruction in the CIEP are expected to have 15 contact hours per week. Staff members with special assignments can expect release time to complete special projects or duties related to the CIEP.

**Academic Support Assistant**

These members of the staff hold graduate degrees in teaching English to speakers of other language (MA/TESOL, MA/TEFL, MA/Applied Linguistics, etc.). There is no minimum amount of experience required but work as a graduate assistant or other teaching experience is preferable. They work as full-time members of the staff. These positions are filled by conducting competitive searches with search committees overseen by UNI’s Human Resource Services and Office of Compliance and Equity Management.

**Responsibilities:**

a. Delivers non-credit English language courses; and determines the progress and readiness of students to progress in the CIEP or University academic classes.

b. Administers and tabulates standard and self-made tests and instruments to evaluate students’ progress in
courses; creates tests, instruments, and projects to evaluate students’ progress in courses; assists in placement testing of new students into the CIEP; and assists with administration of Test of English as a Foreign Language (TOEFL) exams for students in the CIEP and/or University classes.

- Participates in meetings with departmental staff to plan the design, standards, and delivery program curriculum; and works on special projects related to curriculum development or other program-related work.
- Attends staff meetings; meets with students during scheduled office hours; and attends CIEP-sponsored cultural activities and events as needed.

Continuation of Contract and Salary Increment:

A full-time term appointment is renewed every (1) year and is considered to be renewed unless the incumbent is specifically advised in writing on non-reappointment. Notice confirming or granting a subsequent appointment will be in writing and, normally, will not be later that sixty (60) calendar days prior to the termination date specified with the term appointment. Recommendation for salary increments are forwarded by the director to the Executive Vice President’s Office for approval as part of the annual budget process. The increment must fall within the range set by the University (see pay matrix for P&S personnel through the Human Resource Services webpage at http://www.uni.edu/hrs as well as within the budgetary constraints and guidelines set forth by the Executive Vice President’s Office. Renewal of the appointment and salary increment is based on the following:

- Enrollment projections are sufficient to justify renewal.
- Teacher/Class evaluations are satisfactory and show evidence of teaching ability.
- An annual performance appraisal conducted by the director for all full-time staff members. The appraisal process follows a standard procedure set up by the University and includes completion of a performance appraisal form (see appendix E) with mutually agreed upon objectives as well as a self-appraisal form (see appendix F).
- An annual CEIP Self-appraisal Questionnaire for Teaching Staff (see appendix R) stating professional goals and objectives is submitted to the director before March 31 for review with the director during the performance appraisal meeting.
- An annual in-class observation is conducted by a colleague for which results are shared with the staff member only; however, the Post Observation Teacher Follow-up Plan (appendix J) is submitted to the director prior to the performance appraisal meeting.
- An annual in-class observation by the director. Normally this observation would be conducted once a year unless more observations are warranted.

Performance appraisals are conducted annually, usually in the spring semester, and follow procedures and documents set up by the University for all Professional and Scientific personnel at UNI. The appraisal program is designed to evaluate the accomplishments of the staff member in terms of mutually agreed upon performance objectives. These objectives are identified by the full-time CIEP staff member and the CIEP Director. It also helps the CIEP staff member to assess past performance and develop plans for future objectives and plans related to their performance and professional development. The appraisal form (see appendix E) is completed by the director and discussed with the staff member.

Academic Support Assistants staff members have the option of coordinating or teaching in special programs outside the regular program. This involves special compensation and/or release time as determined by the director. If the staff member has a desire to participate in special programs, he or she should discuss this with the director. The decision to offer work in special programs depends on programmatic needs.

Academic Support Specialist
These members of the staff hold graduate degrees in teaching English to speakers of other languages (MA/TESOL, MA/TESL, MA/Applied Linguistics, etc.). They also have a minimum of four (4) semesters of full-time experience teaching English as a second language in the United States. They are well-trained, professionally active, and experienced in a variety of areas. These positions are filled by conducting competitive searches with search committees overseen by UNI’s Human Resource Services and Office of Compliance and Equity Management.
Responsibilities:

a. Designs and delivers non-credit English language program courses; determines the progress and readiness of students to progress in the CIEP or University academic classes; and provides students with study skills training and orientation to academic studies in an American university environment.

b. Participates in meetings with departmental staff to plan the design, standards, and delivery of program curriculum; works on special projects related to curriculum development or other program-related work; conducts placement testing; and administers Test of English as a Foreign Language (TOEFL) exams for students in the CIEP and/or University classes.

c. Provides leadership and serves as a formal mentor to Academic Support Assistants, temporary staff, and graduate teaching assistants; trains graduate teaching assistants in the administration of proficiency testing and TOEFL exams; supervises and evaluates MA/TESOL practicum students during field experiences; maintains current knowledge in the development and delivery of language teaching and learning; participates in staff searches when necessary; and assists with staff orientations as needed.

d. Assists with program marketing and recruitment as needed; conducts peer observations for professional development purposes; and coordinates special short-term programs as needed.

e. Represents CIEP to community or university groups as needed.

Continuation of Contract and Salary Increment:

A full-time term appointment is renewed every (1) year and is considered to be renewed unless the incumbent is specifically advised in writing of non-reappointment. Notice confirming or granting a subsequent appointment will be in writing and, normally, will not be later that sixty (60) calendar days prior to the termination date specified with the term appointment. Recommendation for salary increments are forwarded by the CIEP Director to the Executive Vice President’s Office for approval as part of the annual budget process. The increment must fall within the range set by the University (see pay matrix for P&S personnel through the Human Resource Services webpage at http://www.uni.edu/hrs, as well as within the budgetary constraints and guidelines set forth by the Executive Vice President’s Office. Renewal of the appointment and salary increment is based on the following:

- Enrollment projections are sufficient to justify renewal.
- Teacher/Class evaluations are satisfactory and show evidence of teaching ability.
- An annual performance appraisal conducted by the director for all full-time staff members. The appraisal process follows a standard procedure set up by the University and includes completion of a performance appraisal form (see appendix E) with mutually agreed upon objectives.
- An annual CIEP Self-appraisal Questionnaire for Teaching Staff (see appendix R) stating professional goals and objectives is submitted to the director before March 31 for review with the director during the performance appraisal meeting.
- An annual in-class observation is conducted by a colleague for which results are shared with the staff member only; however, the Post Observation Teacher Follow-up Plan (see appendix J) is submitted to the director prior to the performance appraisal meeting.
- An annual in-class observation by Academic Support Coordinator or the director. Normally this observation would be conducted once a year unless more observations are warranted.

Performance appraisals are conducted annually, usually in the spring semester, and follow procedures and documents set up by the University for all Professional and Scientific personnel at UNI. The appraisal program is designed to evaluate the accomplishments of the staff member in terms of mutually agreed upon performance objectives. These objectives are identified by the full-time CIEP staff member and the director. It also helps the CIEP staff member to assess past performance and develop plans for future objectives and plans related to their performance and professional development. The appraisal form (see appendix E) is completed by the director and discussed with the staff member.

Academic Support Specialist staff has the option of coordinating and/or teaching in special programs at a salary set by the director. The staff member should discuss his or her desire for summer employment with the director. The decision to offer summer contracts depends on budget constraints and programmatic needs.
Academic Support Coordinator
This member of the staff holds a graduate degree in teaching English to speakers of other languages (MA/TESOL, MA/TESL, MA/Applied Linguistics, etc.). This staff member has a minimum of five years of full time ESL teaching experience to students in an Intensive English Program at a U.S. accredited institution of higher education and one year of experience in curriculum development and administrative experience. The staff member has strong organizational and interpersonal communication skills, is well-trained, professionally active, and experienced in a variety of areas. The position is filled by conducting a competitive search with the search committee overseen by UNI’s Human Resource Services Office (HRS) and the Office of Compliance and Equity Management (OCEM).

Responsibilities:

a. Maintains well-integrated, current curricula and ensures its integration and coordination between content areas and proficiency levels.
b. Observes, mentors and supervises temporary instructional staff members and conducts performance appraisals.
c. Approves time cards for temporary instructional staff members.
d. Communicates with the instructional staff on a regular basis on issues related to curriculum.
e. Prioritizes and oversees projects and tasks related to curriculum development and guides committees and individuals towards the completion of their assignments.
f. Works with the instructional staff on review and selection of textbooks and other instructional materials and technologies.
g. Works to provide training opportunities for instructional staff.
h. Counsels students on academic and cross-cultural issues and responds to student grievances as needed.
i. Delivers a non-credit language course as needed.
j. Organizes placement testing of new students.
k. Develops reports and memos on student achievement and progress.

Continuation of Contract and Salary Increment:

A full-time term appointment is renewed every (1) year and is considered to be renewed unless the incumbent is specifically advised in writing of non-reappointment. Notice confirming or granting a subsequent appointment will be in writing and, normally, will not be later than sixty (60) calendar days prior to the termination date specified with the term appointment. Recommendation for salary increments are forwarded by the CIEP Director to the Executive Vice President’s Office for approval as part of the annual budget process. The increment must fall within the range set by the University (see pay matrix for P&S personnel through the Human Resource Services webpage at http://www.uni.edu/hrs) as well as within the budgetary constraints and guidelines set forth by the Executive Vice President’s Office. Renewal of the appointment and salary increment is based on the following:

- Enrollment projections are sufficient to justify renewal.
- Teacher/Class evaluations are satisfactory and show evidence of teaching ability.
- An annual performance appraisal conducted by the director for all full-time staff members. The appraisal process follows a standard procedure set up by the University and includes completion of a performance appraisal form (see appendix E) with mutually agreed upon objectives.
- An annual CIEP Self-appraisal Questionnaire for Teaching Staff (see appendix R) stating professional goals and objectives is submitted to the director before March 31 for review with the director during the performance appraisal meeting.
An annual in-class observation conducted by a colleague for which results are shared with the staff member only; however, the Post Observation Teacher Follow-up Plan (see appendix J) is submitted to the director prior to the performance appraisal meeting.

An annual in-class observation by the director. Normally this observation would be conducted once a year unless more observations are warranted.

Performance appraisals are conducted annually, usually in the spring semester, and follow procedures and documents set up by the University for all Professional and Scientific personnel at UNI. The appraisal program is designed to evaluate the accomplishments of the staff member in terms of mutually agreed upon performance objectives. These objectives are identified by the full-time CIEP staff member and the director. It also helps the CIEP staff member to assess past performance and develop plans for future objectives and plans related to their performance and professional development. The appraisal form (see appendix E) is completed by the director and discussed with the staff member.

Program Assistants
These members of the staff work on a temporary basis to perform tasks temporarily required for an unspecified period of time or in connection with a specific function/assignment. Typically, the staff member delivers non-credit English language courses in the CIEP during a time of exceptionally high enrollment. They may work from 10-30 hours a week depending on the number of classes assigned. The length of time the staff member works depends on the needs of the program and the performance of the staff member while employed in CIEP. Per P&S policy, individuals may only serve in this temporary capacity for a maximum total of twelve months.

Continuation of the appointment and salary increment is based on the following:

- Enrollment projections are sufficient to justify renewal.
- Teacher/Class evaluations are satisfactory and show evidence of teaching ability.
- An annual performance appraisal conducted by the Academic Support Coordinator. The appraisal process follows a standard procedure set up by the University and includes completion of a performance appraisal form (see appendix E) with mutually agreed upon objectives as well as a Self-appraisal Questionnaire for Teaching Staff (see appendix R) stating professional goals and objectives is submitted to the director before March 31 for review with the director during the performance appraisal meeting.
- An annual in-class observation is conducted by a colleague for which results are shared with the staff member only; however, the Post Observation Teacher Follow-up Plan (see appendix J) is submitted to the Academic Support Coordinator prior to the performance appraisal meeting.
- An annual in-class observation by Academic Support Coordinator or the director. Normally this observation would be conducted once a year unless more observations are warranted.

Responsibilities:

a. Delivers non-credit English language courses; and determines the progress and readiness of students to progress in the CIEP or University academic classes.

b. Administers and tabulates standard and self-made tests and instruments to evaluate students’ progress in courses; creates tests, instruments, and projects to evaluate student’s progress in courses.

c. Attends staff meetings; meets with students during scheduled office hours.

d. Completes a time card on a regular basis.

e. Adheres to the Teaching Standards for CIEP Staff as presented in the CIEP Staff Handbook.

Director
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. The director oversees the management and marketing of the program and serves as a liaison between the CIEP and other departments and offices at UNI. The director is also a liaison for most all entities outside of the CIEP.

Responsibilities:
a. Oversees departmental budget and manages the resources of CIEP so as to keep the program financially viable.
b. Final responsibility for placement of students into the program.
c. Supervises Academic Support Coordinator, Program Coordinator, Activities Coordinator, Academic Support Specialist, and Academic Support Assistants
d. Oversees opportunities for staff development as supported by the CIEP.
e. Serves as a liaison for CIEP to University offices and departments, other ESL programs, foreign universities, foundations, governmental bodies, educational consultants, and businesses.
f. Oversees development of electives and special programs.
g. Provides leadership in the development, review, and maintenance of the curriculum and meeting the equipment and material needs of the program.
h. Final responsibility for development of standards for all aspects of instruction including curriculum development.
i. Schedules teaching assignments for instructional staff.
j. Supervises administration of teacher/class evaluations and conducts performance appraisals for all full-time CIEP employees.
k. Develops and enforces program policies and procedures.
l. Final responsibility for advertising strategy and recruitment of students.
m. Final responsibility for the social and academic adjustment of students and dismissal of students from the CIEP.
n. Counsels students about various issues relative to their enrollment in CIEP.
o. Hiring and retention of full-time and part-time faculty and placement of graduate assistants and other personnel into the CIEP.

Selection:

These positions are filled by conducting competitive searches with search committees overseen by UNI’s Human Resource Services and Office of Compliance and Equity Management. The search is conducted by the Associate Provost for International Programs and MA/TESOL faculty.

Continuation of Contract and Salary Increment:

The position is filled on a one year term contract and is considered renewed unless he or she is specifically advised in writing of non-reappointment. Notice confirming or granting a subsequent appointment will be in writing and, normally, not later than sixty (60) calendar days prior to the termination date specified with the term appointment. Recommendation for salary increments are forwarded by the director to the Executive Vice President’s Office for approval as part of the annual budget process. The increment must fall within the range set by the University as well as within the budgetary constraints and guidelines set forth by the Executive Vice President’s Office. Renewal of the appointment and salary increment is based on the following:

- Enrollment projections which are sufficient to justify renewal.
- An annual performance appraisal conducted by the Associate Provost for International Programs.

Program Coordinator

The primary function of the program coordinator is to assist the director with departmental operations, marketing and recruitment, and budgeting and financial recording.

Responsibilities:

a. Carry out duties related to departmental operations including:
b. Preparing financial information such as budget logs, reports and spreadsheets.
c. Updating data bases for students, agencies, and assessment information.
d. Supervision of student workers, CIEP secretary, and Promotions & Admissions Assistant
e. Correspond and provide information to students, agencies, UNI offices, businesses, and foreign institutions about CIEP.
f. Assist with recruitment and marketing by creating reports and providing information to potential clients.
g. Assist students with daily needs like health insurance, computer accounts, TOEFL sign ups, class schedules, etc.
h. Collect monies for tuition, testing fees, and other charges.
i. Assist faculty in reporting grades, room assignments, keys, motor pool, and other needs.
j. Arrange orientation for new students.
k. Orient new faculty and office staff about completing time cards.

Selection:

These positions are filled by conducting competitive searches with search committees overseen by UNI’s Human Resource Services and Office of Compliance and Equity Management. The search is conducted by the director, CIEP staff members, and personnel from the Office for International Programs.

Continuation of Contract and Salary Increment:

The position is filled on a one year term contract and is considered renewed unless he or she is specifically advised in writing of non-reappointment. Notice confirming or granting a subsequent appointment will be in writing and, normally, not later than sixty (60) calendar days prior to the termination date specified with the term appointment. Recommendation for salary increments are forwarded by the CIEP Director to the Executive Vice President’s Office for approval as part of the annual budget process. The increment must fall within the range set by the University as well as within the budgetary constraints and guidelines set forth by the Executive Vice President’s Office. Renewal of the appointment and salary increment is based on the following:

- Enrollment projections are sufficient to justify renewal.
- An annual performance appraisal conducted by the director.

Promotion and Admissions Assistant

The Promotion and Admissions Assistant aids in promotional efforts to maintain and diversify CIEP program; manages and processes applications, providing personalized communication to all prospective students and helps in planning and recruitment efforts of the CIEP; assists Program Coordinator with CIEP promotions and marketing including newsletters, brochures, and presentations; updates the CIEP website and social media sites by posting new announcements, photos and events and works with translation staff to update translated information; and collaborates with CIEP Director to update CIEP handbooks, office forms and documents.

The Promotion and Admissions Assistant reports to the CIEP Program Coordinator; currently the position is a full-time, 12-month, term appointment and is entitled to fringe benefits (insurance plans, leave, vacations and holidays).

Term Appointment:

According to the UNI P&S staff guide, 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”.

http://www.vpaf.uni.edu/hrs/ps/documents/ps_guide.pdf

Notice of Non-Reappointment for Term Position:

According to the UNI P&S staff guide, the period of service established at the time of appointment will determine the date for notice of non-reappointment. Notice confirming non-reappointment or granting a subsequent appointment will be given in writing and, normally, will not be later than sixty (60) calendar days prior to the termination date specified with the term appointment. To view all P&S Policies and Procedures, please visit:

http://www.vpaf.uni.edu/hrs/ps/documents/ps_policies_procedures.pdf
Performance Appraisal:

According to the University regulations, 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. Please open the following link to review the performance appraisal process and form that the Promotion and Admissions Assistant be asked to complete annually:
http://www.vpaf.uni.edu/hrs/ps/perf_appraisal/index.shtml

Position Qualifications:

The minimum qualifications for the Promotion and Admission Assistant are the following:
Bachelor's Degree in Communication, Public Relations, Marketing, Graphic Design, Electronic Media, or related major plus at least one year’s experience in international student admissions or recruitment and working with individuals from various socioeconomic, racial, ethnic, or cultural minority groups.
Strong computer skills along with strong interpersonal, organizational, problem-solving, and collaborative skills required.
International education, experience in higher education, and proficiency in Adobe Photoshop, Illustrator, InDesign, Bridge, Microsoft Word, Excel, Power Point preferred.

Responsibilities:

Admissions:
  a. Responds to all prospective applicant inquiries
  b. Guides prospective students through the application process
  c. Enters applications in SIS; accepts application fees and provides receipts
  d. Manages an internal CIEP Admissions database
  e. Designs materials for the admission, pre-arrival information and orientation packets
  f. Acts as a Designated School Official (DSO) to prepare I-20 forms/SEVIS documents
  g. Assists with student orientations and registrations for CIEP classes in SIS
  h. Creates and maintains new student statuses in the SIS CIEP Student Group

Promotions:
  a. Assists on creating brochures or small project publications within the CIEP (i.e. newsletter, bulletin, whitepaper, etc.)
  b. Collaborates with the Program Coordinator to produce a CIEP marketing and recruitment plan
  c. Aids in producing CIEP promotional videos, presentations, and student testimonials
  d. Designs and distributes holiday cards
  e. Provides agents/partners with information about the scholarships, application deadlines, and special programs offered
  f. Responds to inquires
  g. Works with the Program Coordinator and Director to create plans for encouraging increased communication and collaboration between CIEP and its alumni, partners and agencies

Secretary
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 welcome packets for new students, preparing handouts for orientation; makes appointments for students with other units on campus; collaborates on different activities for student and staff orientations; completes routine office tasks;
manages and enters current students’ information into CIEP database (Smartsheet); creates and maintains students’ grades database for probation and dismissal purpose; collaborates in special projects and serves as receptionist, taking messages, distributing mail, answering questions from students, etc.; collects monies from current students for testing fees; processes travel reimbursements and orders office supplies.

The CIEP Secretary reports to the CIEP Program Coordinator. This is a full-time and 12 month appointment and according to the UNI Merit System, it is a clerical type position and is entitled to fringe benefits (insurance plans, leave, vacations and holidays).

Merit System:

According to the UNI Merit System Staff Guide, the Merit System includes both contract and non-contract employees.
- Contract employees are blue collar, clerical, security and technical employees.
- Noncontract 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 noncontract 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. For further information about the Merit System classification and policies, please visit: [http://www.vpaf.uni.edu/hrs/merit/documents/merit_guide.pdf](http://www.vpaf.uni.edu/hrs/merit/documents/merit_guide.pdf)

Performance Appraisal:

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 at any time. For more details on the performance appraisal process for a Merit staff, please review: [http://www.vpaf.uni.edu/hrs/merit/perf_appraisal.shtml](http://www.vpaf.uni.edu/hrs/merit/perf_appraisal.shtml)

Responsibilities:

a. Enters students information into CIEP database (Smartsheet); creates, updates and maintains student files in cabinets and electronically; stores older student paper files in storage; transitions paper files to electronic documents after three (3) years.
b. Processes documentation needs of current and former students; writes letters of enrollment, attendance, and participation; requests students to complete academic forms.
c. Creates and maintains Schedule of Classes in SIS; updates Schedule instructors and classrooms at the beginning of each session; creates class splits for multiple sections; enroll students for classes in SIS.
d. Collects monies from current students for testing fees; processes travel reimbursements for staff; collects receipts for items and services purchased with Pro-cards; orders office supplies and equipment as needed or requested by staff.
e. Enrolls and prepares orientation for new students; makes welcome packets, prepares handouts for orientation, and makes appointments for students with other units such as Student Health Center, Department of Residence, etc. if needed; collaborates on different activities for new student orientation; participates in orientation activities; passes out schedules.
f. Distributes print memos to staff mailboxes; takes messages or transfers calls to staff as needed; answers routing inquiries via telephone and email and transfers non-routine ones to appropriate parties; updates CIEP personnel contact information during each session.
g. Takes minutes at staff meetings; place service requests through FAMIS and MyRicoh.com as needed and order office supplies.
h. Collaborate on special projects and hire search processes for CIEP staff.

Knowledge, Skills, and Abilities:
According to the UNI Merit System Staff Guide, a Secretary II should have the following minimum knowledge, skills and abilities:
1. Knowledge of office routines and functions sufficient to refer visitors and telephone calls and to route correspondence by name and functional area.
2. Knowledge of institutional and unit policies, processes and forms.
3. Knowledge of proper format, grammar, spelling, punctuation, and capitalization.
4. Skill in utilizing computer software and online systems.
5. Skill in operating office equipment.
6. Ability to communicate effectively with staff, students, and the public.
7. Ability to follow oral and written instructions and apply institutional and policies accurately.
8. Ability to collect data, keep records, and prepare reports.
9. Ability to exercise functional supervision over employees.
10. Ability to organize and prioritize multiple tasks.

Minimum Eligibility Requirements:

According to the UNI Merit System Staff Guide, a Secretary II should have the following qualifications:
1. 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.
2. Ability to type at a minimum speed of 40 net words per minute.

Graduate Assistants (GA)
Students from the MA/TESOL program at the University of Northern Iowa are eligible to be teaching assistants in the CIEP. Each year, 1-2 promising graduate students are selected by the MA/TESOL Coordinator and recommended to the director to participate as a teacher in the CIEP. The graduate student may be either in her or his first or second year of study in the MA/TESOL program. All graduate assistants are under the supervision of the Academic Support Coordinator and MA/TESOL Practicum Coordinator/Supervisor. In addition, they are mentored by the full-time staff and are considered members of the CIEP staff. However, their responsibilities are limited in keeping with their part-time status in CIEP and full-time student status at UNI.

Responsibilities:

a. Teach one class in the CIEP for one hour a day for each day the CIEP is in session during the semester and perform duties necessary to conduct the class as outlined in the CIEP Staff Handbook.
b. Evaluate students using tests, quizzes, homework assignments, projects, and other means of evaluation in a timely manner or on the days designated. This includes standardize tests as well as evaluation instruments available to staff in the CIEP files. Outside of the standardized tests, the GA is allowed to develop his or her own evaluation instruments provided they measure points of language acquisition as outlined in the course outcomes, rubrics, syllabus, and other curriculum documents for the class.
c. Keep attendance and record grades in a manner that is useful for providing the student feedback and the GA a way to make a final grade.
d. Notify the director of serious issues involving students such as disruptive behavior in class, excessive absences, or chronic plagiarism. Also ask for help regarding the issue.
e. Keep two regular office hours per week and notify the office staff so they can be posted.
f. Distribute official correspondence and announcements to students.
g. Review the contents of the CIEP Staff Handbook and ask questions if clarification is required. Also follow the protocols, procedures and policies described within as it applies to a staff member’s teaching and his or her activities in the CIEP.
h. Review the contents of the CIEP Student Handbook and be prepared to present an overview of its policies and procedures as part of a new student orientation.
i. Review curriculum documents (i.e. course syllabus, course outcomes, instructions for administering standardized tests, etc.) that pertain to the course assigned.
j. It is not necessary to attend CIEP sponsored functions for students unless part of the curriculum (i.e. class exchanges and visits with members of the Retired Senior Volunteers Program).

k. Attend CIEP all meeting for instructional staff unless conflicts occur with own academic class schedule. If so, notify the director of your absence.

l. It is not mandatory for GAs to administer the TOEFL or participate in CIEP placement testing; however, GAs are encouraged to ask the director if they desire experience with either event.

m. Ask questions of the Academic Support Coordinator assigned to oversee the courses.

n. Be prepared for an pre-scheduled in-class observation from the Academic Support Coordinator or other senior member of the CIEP staff.

o. Read emails from the director, program coordinator, Academic Support Coordinator activities coordinators and other staff sent to the GAs UNI email account.

p. Read notices and memos from other staff put into the GAs mailbox.

q. Occupy and use assigned office space in a way that does not unduly disturb office mates or is inappropriate.

r. Do not share materials (databases, electronic folders/files, evaluation instruments, etc) developed for use in CIEP with persons not employed by the University of Northern Iowa. Also, understand that materials developed for use in CIEP by CIEP staff becomes the intellectual property of CIEP.

Salary and Continuation of Assignment:

Teaching assistants are not financially sponsored by the CIEP. Instead, they are sponsored by the Graduate College and assigned by faculty from the Department of Languages and Literatures – the administrative home for the MA/TESOL program at UNI. Teaching assignments for graduate assistants are for a minimum of one semester but can be continued based on the following criteria:

- The MA/TESOL Coordinator is satisfied that the graduate assistant is making satisfactory progress in her or his own class work in the MA/TESOL program.
- The length of tenure in the CIEP is commensurate with the needs and requirements of the MA/TESOL program and Graduate College administration.
- The performance of the graduate assistant in the CIEP is satisfactory as determined by the results of in-class evaluations, in-class observations by CIEP staff, and the recommendations of at least two full-time staff members.

Summer teaching in the CIEP or participation in special summer programs is available but not guaranteed and depends on programmatic needs. Compensation for summer teaching is determined by the director and/or Special Program Coordinator if teaching in a special program.

Activities Coordinator

This position organizes and implements cultural and educational activities for the CIEP student body. These activities are both part of the curriculum and extracurricular and serve to reinforce and help students practice what is learned in the classroom. The duties of this position can be filled by one or more persons.

Responsibilities:

a. Coordinate CIEP-RSVP activities:
   a. Schedule meeting time and place for activity
   b. Schedule participation with listening/speaking teachers and inform them of discussion topic (consult CIEP-RSVP binder for ideas)
   c. Email CIEP Program Coordinator copy of participation schedule for current session
   d. Attend and begin RSVP meetings
   e. Give out certificates of participation
   f. Keep track of RSVP attendance for end-of-year report done by RSVP director
b. Coordinate Friends and Family Program
   c. Coordinate Conversation Partners Program or supervise assistant charged with managing program.
d. Plan calendar of activities for each 8-week session. These activities include:
   a. Culture Talks
   b. Field trips
   c. Coffee Hours
   d. Graduation parties
   e. Class exchanges
   f. Social nights

e. Keep students and instructor informed about CIEP sponsored activities through email
f. Create and manage itemized budget for all activities.
g. Work with instructional staff for coverage of activity
h. Make student profiles for CIEP Newsletter
i. Help conduct orientation activities for new students such as campus tours, breakfast, shopping needs, airport pickups
j. Connect with local primary schools for possible class exchanges

For a description of the RSVP, Culture Talks, field trips, Conversation Partners Program, Friends and Family Program, and CIEP-sponsored events, see section on *CIEP-Sponsored Curricular and Extra-Curricular Activities*.

Selection:

The director and program coordinator advertise the position on campus and interview candidates.

Continuation of Contract and Salary Increment:

- Enrollment projections are sufficient to justify renewal.
- An annual performance appraisal conducted by the director.

**Special Programs Coordinator**

On occasion, the CIEP will host a special short term program for students from a particular school or sponsoring organization. Usually these special programs are 2-4 weeks in duration and involve a select number of participants (usually 10-30 students). In addition, the program participants usually enroll in a special class (pronunciation, American culture, etc.) in addition to the CIEP's normal course offerings. This program is coordinated by a staff member who creates a budget, plans and participates in its extra-curricular activities, plans the syllabus for any special classes, and helps hire extra staff if necessary. The CIEP staff member or non-member of the staff is appointed by the director to be Special Program Coordinator after he or she accepts the terms of the temporary position. The Special Program Coordinator, if already a staff member, is paid separately from his or her regular salary by special contract. The amount of the contract is determined by the director. Finally, the special program coordinator is responsible for surveying program participants and assessing the success of the special program.

**Student Worker Office Staff**

This position works to complete the day-to-day duties necessary to keep the CIEP operating in a way that best meets the needs of its students and employees. The program coordinator supervises these positions and assigns tasks to the student worker staff accordingly.

Responsibilities:

a. Assist with daily operational duties such as registration of new students, maintaining student files, responding to routine email and phone inquiries about CIEP, making appointments for the director, and answering questions from students related to CIEP and the University.
b. Assist with special projects such as data collection for reports related to the CIEP program.

Continuation of employment and compensation:
Student workers are paid on an hourly basis and complete a weekly time card approved by the Program Coordinator. Continued employment depends on the following criteria:

- Programmatic needs and budget considerations.
- Recommendation of the program coordinator.

Each year, a performance appraisal is conducted by the program coordinator using the self-appraisal form for office assists (see appendix V). In addition, a student worker’s hourly pay is reviewed by the program coordinator and increased to reflect satisfactory performance.

**Salary Increases for Professional & Scientific Personnel**

The CIEP adheres to a performance appraisal program established by the University of Northern Iowa for Professional & Scientific Personnel. It is designed to evaluate the accomplishments of an individual in terms of mutually agreed upon performance objectives. These objectives are identified by the professional and scientific staff member and his/her supervisor.

An annual performance appraisal is completed for each professional and scientific staff member by his/her supervisor no later than the date announced by the Provost’s Office, usually in April. However, a staff member may also request a performance evaluation at any time. During the performance appraisal interview, the supervisor asks the staff member to sign his/her appraisal report and provides him/her with a copy.

Later, the supervisor decides upon a salary increase for the staff member. In the case of temporary instructional staff, the Academic Support Coordinator conducts the performance appraisals (see appendix E) with the employee and suggests salary increases to the director. For office staff, the Program Coordinator conducts the performance appraisal (see appendices E, E1, E2) and suggests salary increases to the director. For non-temporary P&S staff members, the director conducts the performance appraisal (see appendix E) and determines salary increases within a control amount approved by the Provost. From this amount or pool, all salary increases are awarded. The director is not permitted to award increases which total more than the control amount determined by the Provost. As for an individual salary increase, it is the director’s decision how much percentage to increase an employee’s salary; however, once salary increases are determined for all full time salaried P&S employees, the total amount for all salary increases cannot exceed the control amount determined by the Provost for the department.

To assist supervisors to determine salary increases for P&S employees, the Provost sets a standard percentage increase for full time salaried P&S employees achieving a satisfactory performance rating in a particular evaluation period. Salary increases above the standard percentage increase are referred to as merit increases. The following section describes the criteria used by the director in determining merit increases for individual employees.

**Criteria for Salary Increments for All CIEP Staff**

It is assumed that all employees of the CIEP are professional and, as such, perform their duties with integrity, positively, and vigilant toward students well-being. However, the following expectations reflect actions and professional behavior that is commendable. Employees exhibiting behavior and actions described in the following list of criterions are considered for salary increases above the amount normally recommended by the Provost for employees in a single evaluation cycle.
1. Staff member approaches students as individuals and demonstrates fairness and consistency in working with students yet encourages students to take personal responsibility.

2. Staff member successfully collaborates with colleagues on an individual and group basis and works to establish an environment that encourages cooperation, inclusion, and is respectful of different viewpoints.

3. Staff member engages in ongoing professional learning and links learning towards accomplishing or making progress on appropriate professional goals.

4. Staff member seeks to use relevant technology to improve his or her performance and service to the students.

5. Staff member complies with procedures and processes established by the CIEP administration and/or the University and meets deadlines for said procedures and processes.

6. Staff member successfully provides service to students relevant to his or her position.

7. Staff member successfully provides service to department relevant to his or her position. This service can be a specially assigned task as described in criterion #8 but not necessarily.

8. Staff member successfully works to improve the unit by performing tasks and projects relevant to his or her position.

9. Staff member seeks advice, mentors, and collaborates with others to solve problems relevant to his or her position.

10. Staff member successfully plans and prioritizes his or her workload to meet the demands of the position in an efficient manner.

11. Staff member effectively communicates with supervisor, colleagues, and students in matters important and relevant to his or her position. Also, promotes a climate that fosters communication in the workplace.

12. Staff member exhibits a high degree of competency in the skills, techniques, and knowledge essential for completing his or her regularly assigned duties.

### Mentoring of Graduate Assistants

Graduate assistants work closely with other CIEP staff to learn about their courses and improve their instruction skills. Full-time CIEP instructional staff interact with the graduate assistants on a regular basis in staff meetings, CIEP-sponsored social activities, and exchanges in the CIEP offices.

In addition to regular contact with CIEP staff, the graduate teaching assistant (GA) should contact the Academic Support Coordinator to be mentored in the skill area (reading, listening/speaking, grammar, and writing) she or he is teaching and for help with basic questions such as:

- Am I covering this material fast enough?
- Am I giving enough homework?
- What should I do about late assignments?
- Where can I find copies of the textbook?
- How many drafts should the students write for this composition?

The following are not required but suggested roles for mentors:

- Be a second reader for compositions and offer advice on grading tests.
- Make an observation of the graduate assistant’s teaching and offer advice.

Graduate assistants teaching in the CIEP may also be teaching to satisfy their field experience requirement for their MA/TESOL practicum class. Thus, they are supervised by the practicum supervisor/coordinator (MA/TESOL staff member) in addition to the Academic Support Coordinator.
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.

As part of its services, CIEP is committed to providing a field experience for students enrolled in the MA/TESOL program at the University of Northern Iowa. One type of field experience expected of MA/TESOL students is a practicum. Therefore, 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 using the form: Appendix K1. 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.

The following responsibilities listed here generally outline what is expected of CIEP teachers and practicum students; however, there may be special requirements and expectations on the part of the practicum coordinator/supervisor not listed here:

Responsibilities of the supervising CIEP staff member:

- Make a schedule for the practicum student to observe and attend his or her assigned class.
- Make your expectations clear to the practicum student.
- Provide the practicum student with guidelines for course, a copy of the syllabus, and a class roster.
- Provide the practicum student with a copy of all class handouts.
- Meet with the practicum student prior to his or her practice lesson and review their lesson plan.
- Offer constructive criticism or any lesson plans written by the practicum student.
- Provide feedback to the practicum student about their teaching performance in your classroom.
- Mentor, answer questions, and offer advice about the practicum student’s teaching, the class, the CIEP, and topics relevant to teaching English to speakers of other languages.
- Complete a Practicum Student Evaluation form (see appendix K) for the practicum coordinator/supervisor and provide a copy to the practicum student.

Responsibilities of the TESOL Graduate Practicum Student assigned to a CIEP class:

- Buy a copy of the text(s) used in the class and keep up on all class instruction, even for those class meetings for which you are not present.
- Be available for at least one hour a week for an “office hour” to help individual students who have questions and problems.
- Attend and participate and/or observe in the class to which you have been assigned on all of the designated days. Students are required to be in the Practicum class for a minimum of 25-30 hours, either in one 8 week session or over the entire spring semester. Schedule will be determined by the CIEP Director and instructors in order to accommodate the schedules of all involved. Any additional practicum hours beyond requirement can be assigned at the discretion of the CIEP Director.
- Assist the teacher in the preparation, teaching, and evaluation of the class as needed. This will be subject to the teacher’s needs and preferences.
- If you are unable to attend either the Practicum Class or the class to which you have been assigned due to emergency or illness, contact the CIEP Director and the MA/TESOL practicum advisor immediately.
Talk with your cooperating teacher about your role(s) in the classroom. Be in agreement on how much you will participate in the class, what kind of interaction you will have with students and what part you will play in the planning, teaching, and evaluation of students. This discussion should be ongoing throughout the practicum period.

Arrange along with the cooperating teacher for one of the student-taught classes to be observed by the MA/TESOL Practicum Advisor per 8-week period. (If the student is only assigned for 8 weeks, there will be one observation during that time, and there will be two observations for a semester-long assignment.)

Hand in your lesson plan to the practicum advisor for the class to be observed at least a day prior to the observation discussion.

Responsibilities of the CIEP cooperating staff member:

- Be a mentor and role model for the Practicum student during the time the student is assigned to your class.
- Provide the student (preferably in written form) with your expectations of this class in terms of content and day-to-day procedures, and interaction with students. This discussion should be ongoing throughout the practicum period.
- Provide opportunities for the student to participate in the preparation, teaching, and evaluation of the class. This will vary depending on the student and class; if you have any questions or concerns, do not hesitate to contact the MA/TESOL practicum advisor.
- Give the student informal feedback on their activities in class – this can be positive or negative. If there are any problems that need to be addressed, please contact the MA/TESOL practicum advisor.
- Help arrange the times when the MA/TESOL advisor can come and observe the Practicum student teaching the class. The teaching could be whole group, small group, or individual instruction. The student is required to be observed once during an 8-week placement and twice during the 16-week semester.
- Respond to an e-mail from the MA/TESOL practicum advisor 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 overall performance and his/her strengths and weaknesses, including the classes that the MA/TESOL practicum advisor observed.

Curriculum Guidelines and Instructional Philosophy

Philosophy of Teaching in CIEP

The student learning outcomes, course overviews, and course syllabi offer CIEP staff enough guidance to teach their classes. All three are found in the CIEP Groups folder on the server. No particular methodology is adhered to in these materials. However, the 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 English for academic purposes.
- Course student learning outcomes (SLOs) are based on student exit performance objectives. These performance objectives are stated, whenever possible, in terms of language functions and/or notions.
- The curriculum promotes an approach whereby skills learned in each level are based on those learned in previous levels. Also, 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 her or his instructional style and strengths as a teacher in helping each student achieve the outcomes for the class and his/her own linguistic goals.
- Appropriate study skills and effective language learning strategies are an integral part of the curriculum and teachers must emphasize these, too, in helping students achieve the course outcomes.
It is hoped that a planned systematic framework will lead to a tightly integrated and efficient program of study. The terms “course” and “class” have the same meaning and are used interchangeably in this handbook. The following is a brief description of important materials which guide CIEP staff in their teaching.

### Student Learning Outcomes
The course student learning outcomes (SLOs) furnishes CIEP staff, both experienced and non-experienced, with a specific set of teaching goals and student performance objectives for a specific CIEP class. The course student learning outcomes for each class are available in the CIEP Groups folder on the office server. An example of a Student Learning Outcomes Report can be seen in Appendix H.

### Course Overviews
The course overviews furnish CIEP staff with specific information about teaching materials used in the course. It supplies titles of texts, chapters, pages, CD tracks, and other information to teach the course. This information is vital for teaching the course and staff members must adhere to them in order to achieve the standards of achievement outlined in the course outcomes. Course Overviews are described in Appendix G.

### Course Syllabi
CIEP teachers should examine the course syllabus and sample lessons stored on the office server before teaching a class. The course syllabus furnishes CIEP staff with suggestions for the use of required and supplementary materials. It proposes teaching techniques and describes activities that have been proven successful. If there are elements of the syllabi that a staff member wants to alter or add, this is fine. However, be aware staff must cover mandatory sections of textbooks and/or workbooks described in the course overviews. Also, demonstrating knowledge and proficiency in the skills listed in the Student Learning Outcomes is required from students in order to pass the class. Therefore these outcomes need to be covered as part of the class content and described in the class syllabus. Having a copy of the class outcomes helps students understand what is expected to pass the class.

### Curriculum 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 4) Reading. Writing and grammar are taught together, usually by the same staff member, 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 2 hours 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, 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 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 textbooks, teachers’ guides, and sources for tests, syllabi, 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.

In Appendix G of this handbook is an overview of the texts and designated chapters for each class. However, it is important for teachers to examine the Course Outcome Report (see Appendix H for an example of the writing 2 outcomes) found in the CIEP electronic files on the server and to consult senior staff and/or the acquisition and materials coordinator about sources of information for teaching a class.

**Course Descriptions**

The CIEP teaches classes in four skill areas. The following is a general description of the classes for each skill area. Of course, the descriptions here are for core courses and not for electives.

**Writing Classes**

These courses use a communicative approach to help students practice, study, and review grammatical structures by offering opportunities for use both inside and outside of class. Moreover, instruction focuses on practicing recognition and production of structures by using those learned in class and applying them to writing class assignments. In the beginning levels, students learn to build simple sentences using a variety of verb tenses, word forms, capitalization, and punctuation rules. In the intermediate levels, students build more complex and compound sentences, expand their knowledge of verb tenses, and work with clauses-level grammar. Finally, advanced level students master complex and compound sentences learning such structures as conditionals and modifying phrases.

These courses prepare students to plan, write and revise their own compositions following the standards of academic English. In the beginning levels, student will write about everyday topics while practicing sentence structures. Later, in the intermediate levels, students write weekly journals and work on paragraph development. In more advanced writing classes, students learn to write compositions in various academic styles (narration, classification, process, etc.). Finally, in the highest level, students research, write, and present a pre-selected topic in proper academic style.

**Listening/Speaking Classes**

These courses prepare students to use everyday English as well as academic English so that they are comfortable in both the community and university classrooms. In the beginning level classes, students focus on sound-symbol correlation, expanding vocabulary, spelling patterns for sounds, and correct use of tenses in spoken discourse. Then in intermediate levels the focus is on learning to receive, understand, organize and retrieve information. Students also work to organize and expand their spoken discourse with transitions. Finally, in the advanced levels students focus on taking accurate lecture notes and making longer presentations. In all levels, students are encouraged to ask questions and share their opinions and experiences as they interact with material about American culture.

**Reading Classes**

These courses prepare students to understand and interact with a variety of writing styles and texts which increase in complexity and length as students advance through the program. Student in all levels work to increase vocabulary and learn strategies and skills for understanding word meanings, understanding construction of sentences, and processing and analyzing texts for better comprehension. As students progress through the levels and work with more challenging texts, the goal remains to increase comprehension and reading speed. In the beginning levels students work to understand parts of speech, sentence construction, dialogs, and dictionary usage. Later in intermediate levels, students use strategies like skimming, surveying, previewing and identifying main and supporting ideas in texts. Also, intermediate level students draw conclusions, inference, and analyze syntactic structures. Finally, in the highest level students summarize and gloss texts in order to identify key concepts, take notes, and prepare for essay exams.
**CIEP Proficiency Scale and Descriptors**

To get a clear idea of what students should know in each level for each class, a proficiency scale and descriptors are listed in appendix S.

**Methods of Instruction**

Although the content, type, and quantity of exercise material in the assigned text determines to an extent the methods appropriate for teaching the class, there is nevertheless a large potential for variation of techniques in the classroom and in types and amount of homework assigned. Sometimes there are also adaptations in sequencing which are helpful in certain circumstances. A staff member teaching the class for the first time should actively investigate what adaptations and variations are appropriate, what other staff members have done successfully with the same materials and similar students in the past. Any extensive use of materials outside those assigned for the class should be discussed with the coordinator for that skill area.

**Teaching Culture: The “C” in Culture and Intensive English Program**

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. Therefore, 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 the class, students need to 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 pass in a test unless finished; time limits for exams do not exist.

**Philosophy on Written Work**

Keep in mind that one of the most difficult problems for students writing English is not always language but thought patterns. ESL students often have difficulty distinguishing what is trivial and what is important. Also, the idea of writing ideas in a linear step-by-step presentation is foreign to most students. Comments to students on written work must include organization and presentation of ideas as well as corrections in grammar. There are many ways to adjust assignments so that students are rewarded for their thinking as well as skills in grammar and spelling.
Give the first writing assignment early and save copies of stronger pieces as examples later for the class. Also make your directions clear to students and provide a check list of your expectations for said assignment. Finally, allow students to make early drafts and conference with them on how to revise their written work.

Likewise, staff members who are preparing students for essay exams should save copies of the strongest examples for future classes.

**Philosophy on Teacher Talk**

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 trans-cultural 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, 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 and coax 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.

**Guidelines for Tabulating and Reporting Grades**

CIEP staff members should quantify and record their grades, and give frequent evaluations especially during the first few days of the course for the purpose of re-evaluating placement decisions. Moreover, evaluations serve as a way to document students’ progress and accurately respond to inquiries from the director or others about a student’s abilities. Therefore, frequently recording quantifiable grades is a way to protect the staff member and the student. In addition, grades and comments about a student’s performance are a matter of public record in the UNI Student Information System (SIS). Therefore, staff must **be sure to keep all comments recorded in SIS professional and free of expressions that someone outside the CIEP might construe as derogatory and degrading.** It is also important to avoid trite overused expressions that carry no real defined meaning (i.e. good work, good job, wow, nice).

**Midterms**

Midterm exams are administered by all CIEP teachers in level B through level 6. Level 7 has no standard midterm exams. Midterms vary in length and should be administered as a single test. Ask the Academic Support Coordinator if you are unsure how long to administer a standardized test.

**Midterm Exam Content:**

Midterm exams are standardized tests approved by the curriculum coordinators for use in the CIEP. They are usually created by a committee headed by the Academic Support Coordinator. Staff members who desire change(s) to the content or form of a midterm exam should make their suggestion(s) to the Academic Support Coordinator.

Compositions for the writing midterm should be evaluated by two readers. If the staff member is not full-time, the other reader should have that designation.

After the results are tabulated, staff members should review the results of the exams with their students. However, staff members must collect back the midterms. After reviewing the exams with students, staff must submit original midterm exams to the testing coordinator who keeps them on file.
The **Midterm Grade Report** is completed just after the midterm exams which are administered in the fourth week of classes. The **Midterm Grade Report** is **NOT** simply the grade a student receives on her or his midterm exam. Instead, it is an indication of a student’s progress at the time midterms exams are scored. In fact, a grade is not given on the **Midterm Grade Report** (see Appendix I). Instead, a staff member indicates the student’s progress by describing the student’s corresponding level of progress, number of absences and other comments personally addressed to the student about her or his performance in class. Moreover, when completing the midterm reports, staff should not consider the midterm exam results as their sole means of evaluation. Instead, students need to know how they are doing overall and to read comments about their participation, homework, attendance, etc. Therefore, comments should be directed to the student. Furthermore, it is recommended that staff individually conference with each student about her or his **Midterm Grade Report** and progress in the class on or about the same time as the midterm exams.

**Final Exams**

Final exams are always administered a few days before the last day of the session (usually Wednesday or Thursday). On the final day of the term (usually a Friday), staff members should hold classes to discuss the results of the final exam or hold a session wrap-up class or do individual conferences or have students make final presentations to classmates and invited guests. Staff members who do not hold class or conferences are required to be available for at least one office hour for each class taught so that students can confer with them about the class, grade, final exam, etc. After reviewing the exams with students, staff must submit original final exams to the testing coordinator who keeps them on file.

**Final Exam Content**

Final exams are standardized tests approved by the curriculum coordinators for use in the CIEP. They are usually created by a committee headed by the coordinator. Staff members who desire change(s) to the content or form of a final exam should make their suggestion(s) to the Academic Support Coordinator. If deemed necessary, staff members may be assigned to amend the final exam(s) alone or in committee. Moreover, the staff members themselves review the content of final exams on a regular basis and suggest changes on their own.

**Final Grade Report**

Final grades are recorded on the CIEP student data base and Student Information System (SIS) along with comments addressed to the student for each grade received. The **Final Grade Report** (see appendix W) is printed and sent to each student. On the reverse side of the report is an explanation of the grading system including a description of each grade level and corresponding quality point value used to calculate GPA.

**Other Grades**

Teachers are not required to record grades for chapter tests, quizzes, homework, attendance or other means of evaluation with the CIEP office. However, students must learn the results of such evaluations in a timely manner and all grades should be part of the teacher’s record.

**Guidelines for Recording 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 first day handout/syllabus, and defined in terms that can be interpreted by other staff if the need arises. Final grades, attendance, and comments are recorded on the CIEP database at the end of each session. In addition, final recorded into the Student Information System (SIS) through each staff members Faculty Center on his/her **My Universe** webpage.

Teaching staff needs to report grades into the CIEP 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 between Fall I and Fall II sessions in October. **Instructional staff must have their grades entered by the morning of the day before classes begin. Likewise, grades must be entered in the Student Information System (SIS) prior to the deadline.**
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. Grade change request can be made online through the staff members My Universe webpage. However, the change must be approved by the department head (in this case the CIEP Director). Under no circumstances, except for completion of work for removal of an Incomplete (Inc.), will the director honor a grade change request as the result of work completed or presented following the close of a grading period. Moreover, the Incomplete (Inc.) must be completed no later than one (1) year following the end of the session in which it was assigned.

Instructional staff are not obligated to email grades to students unless unusual circumstances prohibit the student from obtaining his or her grade from their student account online. Under normal circumstances, students should check their MyUniverse page for their grades. It is also permissible for staff (both office and instructional staff) to post grades elsewhere (i.e. office doors) for students to check. The primary point to keep in mind is that students be trained to obtain their grades like any other university student.

Guidelines for Evaluating Students

Staff is required to administer a standardized midterm exam and final exam for each class taught save level 7 classes. It is important that both sets of exams be administered near the end of the 4th and 8th weeks, respectively. Moreover, it is important for teachers to collect these exams after reviewing the results with students. In this way, the exams are secure and can be used by subsequent teachers.

It is recommended that staff review the electronic test bank before teaching the course so as to know what to expect and gauge what needs to be covered for both the standard exams as well as other exams in the test bank. In addition, although staff are not required to use chapter tests and quizzes stored electronically by CIEP for guidance, it can save them time and effort when creating evaluations.

Besides tests and quizzes, staff are free to use whatever means appropriate to evaluate their students. It is the philosophy of CIEP that each instructional staff member brings her or his own strengths, knowledge and style of instruction to the classroom. Therefore, teachers are encouraged to create lessons and evaluate students in a manner that taps their strengths as a teacher yet meets the objectives and student learning outcomes for the class and prepares students appropriately for the standardized midterm and final exams.

The following are helpful hints when grading students:

1. F, D, D+, and C- are not passing grades in the CIEP. A student must have at least a 73% (C) final grade to pass a class. See the CIEP Grade Scale for grade options and their equivalent value.

2. If you are “on the fence” and unsure whether to pass a student into the next level, remember that the material covered in the next level will be more difficult and is presented with the supposition that students have significant knowledge and some mastery of the previous class material. Therefore, students who came to every class, participated well, got high marks for effort but are struggling to understand and cope with the current level are not good candidates for promotion (see To Pass or Not to Pass). Likewise, students who do not succeed in passing many of the student learning outcomes (see an example of a Student Learner Outcomes in Appendix H) should not be promoted to the next level.

3. Keep records for student evaluations and attendance current and tabulate cumulative grades regularly so that students can be informed of their status and tabulating midterm and final grade reports do not become too burdensome.

Guidelines on Assessment of Students

As a matter of philosophy and procedure, tests should assess the acquisition of specific skills as opposed to memorized materials. Test items should stress the application of ideas and course objectives. For example, a test in writing could be a composition with carefully worded directions to elicit concepts and grammar structures covered in class.
There are prepared, program-wide midterms and final examinations for all skill areas in all levels. The midterms are administered during the final two days of the fourth week of the session while the final examinations are administered in the last two classroom days of the eighth week of the session (usually Wednesday and Thursday). Staff should access the electronic files for copies and, if necessary, ask the Academic Support Coordinator for assistance in locating them.

Guidelines on Homework, Tests, and Preparation

Homework is an important assessment instrument. It provides students with the opportunity to think about the topics they study in class and to demonstrate mastery of specific skills. Students are expected to do homework carefully and punctually. Staff members should provide quick feedback. Furthermore, assignments should be explained verbally and in written form to avoid miscommunication. Students in the CIEP can expect to spend the following amount of time on homework assignments per week:

<table>
<thead>
<tr>
<th>Class</th>
<th>Levels 2 - 4</th>
<th>Levels 5 &amp; 6</th>
<th>Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>4-5 hours</td>
<td>5-6 hours</td>
<td>8-9 hours</td>
</tr>
<tr>
<td>Listening/Speaking</td>
<td>3-4 hours</td>
<td>3-4 hours</td>
<td>4-5 hours</td>
</tr>
<tr>
<td>Reading</td>
<td>4-5 hours</td>
<td>5-6 hours</td>
<td>7-8 hours</td>
</tr>
<tr>
<td>Totals:</td>
<td>11-14 hours/week</td>
<td>13-16 hours/week</td>
<td>18-21 hours/week</td>
</tr>
</tbody>
</table>

Tests and quizzes are also important assessment instruments. As a matter of procedure, it is helpful to administer tests and quizzes at the beginning of class in order to encourage promptness.

Class participation is difficult for some students especially if this notion is foreign to the student’s native culture; it should nevertheless be encouraged. Moreover, students should be made aware that classroom discussion is an integral element of academic instruction throughout the United States and students who want to do well are expected to participate.

Academic Probation Policy

Full-time CIEP students who fail 9 hours of classes are considered to be on academic probation. The core courses in CIEP are writing (6 hours), reading (3 hours), listening/speaking (3 hours); therefore, failing these courses qualifies the student for academic probation. The student is formally notified by letter and asked to attend a meeting with the director. The student is counseled about his performance in classes and improvements suggested.

If the student is placed on academic probation for the first time, he or she must pass 6 hours of classes during the next session to be placed off probation status. If the student is not successful in getting placed off probation or returns to academic probation status later, he or she will remain on probation status for one more session. This time, to get off probation, the student will have to pass 9 hours of classes. Failure to get placed off probation status after the second consecutive session results in separation. Finally, a student’s sessions on probation do not have to be consecutive sessions, in other words, the student can be put on probation at any time in a subsequent session. Any two sessions combined count towards the student’s total time spent on academic probation.

A student cannot be placed on academic probation for lack of 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 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. Academic probation related to attendance involves students who attend less than 80% of classes in any CIEP course. Once on probation, the student has to maintain 80% attendance in all CIEP classes. Failure to do so results in dismissal. If the student returns to academic probation again for failing to maintain 80% attendance, he or she will have to maintain 80% attendance for the remainder of their studies in CIEP or be dismissed.

Academic probation related to repeating the same course involves students who fail a single CIEP class twice is put on academic probation. If the student fails the same class a third time, he or she is dismissed from the CIEP.

**To Pass or Not to Pass (what to do with students “riding the fence”)**

As ESL staff we must continually search for, define, and redefine the appropriate balance between supporting our students by providing opportunities they would otherwise not have, while also insuring that students meet the expectation of the staff member, the class and the program. While we want the best for our students, we enter shaky ground when we begin to speculate about a student’s potential for eventual progress. All staff needs to be accountable for the students promoted to the next level. It is not fair to other staff members (or to students) to have students who are making too many errors in areas that should have been mastered in lower levels.

To pass a class in CIEP, a student must have at least a 73% cumulative average grade or “C” letter grade. The decision to pass or not pass a student is an important one not only because it affects the student, but the reputation of the CIEP. Students who complete the program yet do not succeed in university, work place, or in their personal goals because of poor abilities in English reflect poorly on the CIEP. Therefore, staff members unsure of passing a student should ask themselves:

1) Am I passing this student even though I know he or she will find it far too challenging because they lack fundamental mastery of skills in the current level?
2) Am I passing this student even if his or her abilities are still low because he or she came regularly to class, participated to the best of his/her ability, and “killed” themselves doing homework?
3) Am I not able to check off several objectives on the *Student Learning Outcomes* (see Appendix H for an example of a class outcome) as something the student has successfully demonstrated with some mastery?

If the staff member answers “yes” to any of the previous questions, then this student should not be passed to the next level of CIEP. Moreover, students will often beg and rationalize with staff to put them into the next level where they will work “extra hard” to pass. However, this logic is faulty since each level of CIEP builds on skills learned in the previous level. In other words, students will be impossibly overwhelmed by the demands of the new level and will likely not succeed. Discussing a student’s progress with other staff is a good way to better understand a student’s capabilities. Finally, consultation with an experienced staff member can provide valuable guidance.
Administrative and Fiscal Capacity, Student Services, and Student Achievement. Each review plan is outlined in

### CIEP Grade Scale

Teaching staff should use the following guide when assigning grades to students. Note that C minus (70-72%) 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>The student exceeds all proficiency expectations and student learning outcomes. Overall, student performance is exceptional. The student passes to the next level.</td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td>The student meets all proficiency expectations and learning outcomes. Overall, student performance is particularly outstanding. The student passes to the next level.</td>
</tr>
<tr>
<td>B+</td>
<td>89-93</td>
<td>The student meets almost all proficiency expectations and student learning outcomes. Overall, student performance is significantly above the average standard. The student passes to the next level.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>The student meets most proficiency expectations and student learning outcomes. Overall, student performance surpasses the average standard. The student passes to the next level.</td>
</tr>
<tr>
<td>B-</td>
<td>82-85</td>
<td>The student meets many proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard. The student passes to the next level.</td>
</tr>
<tr>
<td>C+</td>
<td>79-81</td>
<td>The student meets some proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite some minor deficiencies. The student passes to the next level.</td>
</tr>
<tr>
<td>C</td>
<td>76-78</td>
<td>The student meets the minimum of proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite many minor deficiencies. The student passes to the next level.</td>
</tr>
<tr>
<td>C-</td>
<td>72-75</td>
<td>Failing. Student performance is poor. The student fails to meet many or all major and minor proficiency expectations and student learning outcomes. The student must continue in the same level.</td>
</tr>
<tr>
<td>D+</td>
<td>69-71</td>
<td>Failing. Student performance is poor. The student fails to meet many or all major and minor proficiency expectations and student learning outcomes. The student does not meet the minimum standard for promotion to the next level. The student must continue in the same level.</td>
</tr>
<tr>
<td>D</td>
<td>66-68</td>
<td>The student meets all proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite many minor deficiencies. More work and effort may be required in completing assignments to meet the average standard.</td>
</tr>
<tr>
<td>D-</td>
<td>63-65</td>
<td>The student meets most proficiency expectations and student learning outcomes. Overall, student performance surpasses the average standard.</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>The student meets some proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite some minor deficiencies. The student passes to the next level.</td>
</tr>
</tbody>
</table>

### Review and assessment of CIEP Operations

The CIEP regularly assesses its operations through a review process that involves several comprehensive review plans, each with its own designated activities. The review plans involve three main areas of operations: Administrative and Fiscal Capacity, Student Services, and Student Achievement. Each review plan is outlined in
written form and includes: descriptions of each type of review activity, frequency of review activity, who is responsible for instigating and/or conducting the review activity, and expected outcome for the review activity.

One example of a review activity would be meetings between employees of the CIEP and those of other units on campus such as Department of Residence, Student Health Center, Admissions, International Student Services, etc. In these meetings, the CIEP can review its working relationship with the unit and improve services for its students. Moreover, this activity is documented in the meeting minutes or a memo to participants. In summation, all the activities in the review plans help the CIEP monitor the quality of its operations and improve its services.

CIEP-Sponsored Curricular and Extra-Curricular Activities

The CIEP has an activities coordinator(s) to organize field trip, class exchanges, events, Culture Talks, and Conversation Partners and Friends and Families Programs. Some of these activities are mandatory for students to attend if conducted during class times and considered part of the class syllabus. All of these activities offer students an opportunity to practice the language, interact with people affiliated with the CIEP or UNI or from outside the UNI community.

Full-time instructional staff (Academic Support Specialist & Academic Support Assistants) are required to sign up or, if needed, be available to attend at least (1) CIEP-sponsored event during the 8-week session. Part-time staff (Program Assistants & Graduate Teaching Assistants) are not required to attend CIEP-sponsored activities but are encouraged to see the Activities Coordinator if they wish to attend and receive extra compensation. All staff members (instructional staff and office staff) are expected to attend welcome parties and graduation ceremonies without extra compensation. CIEP-sponsored field trips require more commitment and attending one meets the staff member’s obligation for the entire semester.

Instructional staff members who make attending activities (CIEP-sponsored or non-CIEP activities) a class requirement need to follow these guidelines:

- Students must be required to complete an oral or written assignment connected to the activity. Depending on the proficiency level of the students, this assignment should require more than a simple report of facts or information that can easily be copied from others. Instead, the related assignment should include some reaction, interpretation, or analysis of the activity.
- Students should not receive credit for simply attending an activity.
- To avoid issues with grading and credit for activities later, assignments should have deadlines, be done in a timely manner, and students clearly understand their worth as a percentage of the final grade.

Field Trips are for all CIEP students to participate. They can be short trips to local area businesses, recreational areas, towns or longer trips to cities and attractions located in-state or out-of-state. Field trip events have included excursions to the Mississippi River Museum and Aquarium, Iowa State Capital Building, Amana Colonies, Hanson’s Dairy Farm, and Hartman Reserve Maple Syrup Festival. Students are usually not required to pay food, transportation, or admission to attractions.

Class Exchanges involve one or more CIEP classes visiting a UNI academic class for the purpose of meeting to exchange information and complete assigned tasks in small groups or pairs with members of the other class. The activities coordinator arranges for the exchange with the UNI professor and CIEP staff members.

CIEP-Sponsored Events include events organized specifically for CIEP students but any member of the UNI community or general public is invited. These events include end-of-term graduation parties, new-student welcome parties, coffee hours, Thanksgiving celebrations, and talent shows.

Culture Talks are presentations by educators, authors, leaders, and others invited to speak about a proscribed topic identified by the Activities Coordinator(s) and/or CIEP staff. The topic is considered culturally relevant and important in the adjustment of CIEP students to their lives at UNI, in Iowa and the United States. It is important for students to take notes and complete work as part of a class assignment.
Conversation Partners Program and International Friendship Program are administered by the activities coordinator(s). The Conversation Partners Program is one that pairs up CIEP and UNI students for conversation and fellowship. Likewise, the International Friends Program pairs CIEP students with local families so that students can spend time with a family and learn about American culture and lifestyles while the families make friends with someone from another culture. Staff should announce these programs in their classes and encourage students to participate. Those wanting to participate need to complete an application form in the CIEP Office for the activities coordinator(s).

Thank you for reviewing the contents of this handbook. The CIEP welcomes comments and questions pertaining to anything found inside. All of the appendixes can be accessed remotely on the CIEP website (www.uni.edu/ciep) in conjunction with this handbook.