PURPOSE

The purpose of this handbook is to provide part-time and full-time instructors with information about policies and procedures regarding the positions and roles in our program as well as relevant USI faculty policies and procedures.

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I. IEP HISTORY

In the summer of 2013 the University of Southern Indiana (USI)’s management decided to establish an Intensive English program as part of the university. Prior to that the university was contracting a private language school to run the language classes for international students who would then feed into the university. The management at the university hired a consultant that made recommendations that served as a baseline for the program development. Since then the Intensive English Program (IEP) was created and many developments occurred such as hiring new people, developing new curriculum, and establishing many new processes. Once we made somewhat significant progress we decided to proceed and seek CEA accreditation which further guided us in reviewing our practices in place, researching best practices and analyzing future actions driven by current program situation and results. In addition to following the guidelines in the accreditation document, we sought advice from a consultant in the field to obtain additional feedback for future actions. As we move forward, this document summarizes our approaches and policies in place, as well as current work in progress as we continue to develop and improve our overall program in all aspects of its existence.

a) Location

The IEP office is located in the Orr Center, 3rd floor. IEP room/office signs are clearly marked. Students and visitors can get information about the program in the Administrative Assistant’s office (OC 3052) and/or the Director’s office (OC 3053).

The IEP class rooms are located on the second floor (OC 2020; OC 2023; OC 2024) and the third floor (OC 3054; OC 3059; OC 3061; OC 3062). The classrooms on the third floor open to a large general area designated for students to socialize, study, or relax (OC 3057). Each classroom is equipped with dry-erase boards, computers, and projectors to facilitate teaching.

Teachers’ offices are behind the classrooms on the 3rd floor (OC 3066 A, D, E, F, G, and H).

The Administrative Assistant updates the IEP Directory whenever there is a change. The information of staff (addresses and phone numbers) is not shared with students except for the office numbers and e-mails.
b1) Mission

The Intensive English Program at the University of Southern Indiana strives to provide quality English language instruction and cultural, social, and academic orientation to the United States for non-native students. We help our students to be successful in a university academic program or to achieve professional and personal language goals. We support the students' integration into the general university culture while preserving their own culture, traditions, and values.

As part of the Center for International Programs, the IEP works to enhance the international dimensions of the University and to connect international students to the campus and local communities.

b2) Goals for the Students

- To prepare international students both in terms of English language and study skills to be successful in their academic studies at USI or to use the English language professionally or in social contexts.
- To provide ongoing support to international students via various services.
- To connect international students with other students at USI and the community to familiarize them with the American culture.

b3) Goals for the Faculty

a) To engage faculty members with the highest level of professional conduct, teaching skills and experience in teaching IEP students.

b) To support and engage faculty members in continuous professional development as well as the development and improvement of the IEP program.

b4) Long Term Goals for the Program

- To establish the program's name and quality reputation through participation in professional associations and activities.
- To serve as an English language proficiency testing center (TOEFL and IELTS) and/or CELTA training center.
- To develop special short term language projects, such as bringing groups from international professional institutions to campus for English language skills development and Teacher Training.
- To accomplish the program's accreditation with the Commission on English Language Program Accreditation (CEA).
- To become a member of the University and College Intensive English Programs (UCIEP).
c) Program Description

The Intensive English Program (IEP) at USI offers a curriculum designed for students of all levels of English proficiency, ranging from absolute beginner—the preparatory level, to high intermediate or low advance, which corresponds to Level 6 as the highest level.

Our student-centered approach to instruction focuses on language learners and their needs for success. The program is primarily skills-based. Each level concentrates on building language skills and cultural knowledge. All courses include academic classroom instruction, small and large group discussions, field trips, and out-of-class work. Classes are generally small with an average between 8 and 12 students, depending on the level. The maximum capacity is 15 students. Smaller class sizes allows our students opportunities to participate in meaningful class activities and receive individualized attention and feedback on progress.

All levels meet between 19-22 hours each week. After graduating from the Intensive English Program, most students can be considered ready to enroll in an academic program at the University.

d) Levels and Placement

Students take the CaMLA placement test to determine the level (Preparatory - Level 6) at which they will begin the program. All levels follow specifically developed curriculum that includes level appropriate objectives and learning outcomes. In addition, there is an evaluation process in place that is used to promote students through the levels. While the CaMLA placement test is administered to every new student to determine the appropriate level of instruction, instructors may recommend a student to a higher and/or lower level during the first week of class based on observation and student performance.
e) Administrative Hierarchy

Administrative hierarchy for the Intensive English Program at USI is as follows:

For further information about the faculty check the website at www.usi.edu/iep
II. HIRING PROCESS

Full-time instructors are hired by the university following university hiring procedures as posted on USI’s HR website.

The IEP welcomes part-time instructors who have a degree in TESL or a relevant field (i.e. education, linguistics, English, with considerable experience in teaching ESL) to apply following the steps below. For non-native candidates, the language proficiency is informally assessed during a candidate’s job interview and teaching demonstration. An informal ACTFL OPI interview may be conducted by the IEP staff to confirm the candidate’s fluency level.

Applications need to be submitted at least two weeks before classes start. Below are all steps to apply for the part-time position:

- Apply online through the HR webpage on USI’s website: www.usi.edu/hr/employment
- Submit: resume, cover letter, and MA transcript (sent directly to the university from your alma mater)
- Contact the IEP Director (ezlatkovsk@usi.edu) and make an appointment for an interview
- Reference check – notify your references
- Offer letter - contract

III. INSTRUCTOR RESPONSIBILITY AND EXPECTATIONS

The primary goal of the IEP instructor is teaching; however, to make the program run effectively, many other tasks must be performed. All faculty have teaching, advising, and administrative responsibilities.

The full time faculty have additional responsibilities including student orientation and placement, professional development, accreditation, and curriculum coordination. A full time load is considered 37.5 hours a week with an average 3 course teaching load per session. Part-time faculty teaches between 1 and 4 courses per session. Sessions are 8 weeks long.

a) Classroom Teaching and Preparation:

- Prepare lessons and adapt and design teaching materials to fit the needs of the students
- Develop and/or modify syllabus to follow given recommendations
- Teach assigned number of hours according to assigned schedule
- Plan and come prepared to class
- Be on time and do not dismiss your classes early

- Keep notes of instructional materials well-organized and complete so they can be easily passed on to the next teacher. Upload documents in the shared drive saved under ‘Last name. Session date’. Ex: (Zlatkovska. Spring 1, 2016)
b) Assessment and Advising:

- Design and proctor exams
- Grade assignments and exams for classes taught
- Write advising reports for all students in classes taught
- Provide student mid-term advising at mid-session to keep students informed about progress and grades. Advisor/advisee schedule will be assigned at the beginning of each session.
- Provide final session student progress report
- Complete and turn in the Curriculum Achievement Form every session
- Complete and turn in the Can-do statements reports for each student before final exams start.

c. Administrative:

- Attend weekly staff meetings (1h per week)
- Scheduled office hours of 30 minutes per week – listed on the syllabi. Encourage students to visit during scheduled hours.
- Attend Accreditation meetings (as scheduled)
  i. Attend level meetings as well as skill meetings related to review and meeting accreditation standards (as assigned)
- Stay current on IEP and USI policies and procedures

d. Professional Development:

- Attend and take the initiative to attend professional development sessions as organized and offered, Webinars, Brown Bag Series, and conferences (as described in the Professional Development section of this Instructor handbook)
- Attend the August 3 day in-service at IEP
- Be observed officially by a Supervisor following specific guidelines - once a semester
- Participate in peer observations and evaluations – as an additional way of PD - once in 3 sessions

e. Optional Activities:

- Evaluate and recommend textbooks (optional) - Provide in writing to justify the choice and how it matches the objectives set for the particular class. Every time you teach make sure you evaluate and provide advantages and disadvantages for the book used – before every fall session
- Participate in organizing field trips and social events for the international students and staff (optional)
- Prepare specific lesson plans for all planned absences and a general lesson plan for use in case of any unplanned absence
f) Full Time Faculty – Additional Responsibilities:

Full time faculty have additional responsibilities. The responsibilities breakdown is as follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Teaching and preparation (class preparation, grading, creating assessment, Blackboard management)</td>
</tr>
<tr>
<td>10</td>
<td>Administrative duties (staff meetings, accreditation, advising, office hours, research, program promotion and student retention)</td>
</tr>
<tr>
<td>3.5</td>
<td>Service (field trips, orientation, committees, student group advising, professional development sessions preparation)</td>
</tr>
<tr>
<td>37.5</td>
<td>Full-time hours</td>
</tr>
</tbody>
</table>
IV. POLICIES AND PROCEDURES

a) Absences:
If you know that you will be absent, communicate with the Director as much in advance as possible in person and in writing providing the reason for your absence, so appropriate actions are taken. In case of an illness or other emergency situation call the Director or the Administrative Assistant of IEP as soon as you know that you will not be able to come to work so we can cancel the classes. Missed classes are to be rescheduled in agreement with the students at earliest convenience. If an instructor does not report absences and does not come to work, we will follow university protocol for dismissal for failure to perform assigned duties.

b) Meetings:
- Attend and contribute to Professional Development at the beginning of each session
- Attend weekly staff meetings – to share concerns and updates
- Attend and contribute to scheduled meetings per skill and/or level per session
- Brown Bag Series – once a month professional development sessions. Teachers are strongly encouraged to attend.
  - Teaching strategies and methods related topics
  - Topics – suggested by teachers and as needed
  - Attendance to the sessions will bring points toward evaluation and retention

c) Office Hours:
Teachers need to schedule 30 minutes of office hours a week and have their office door open. Office Hours must be included in the syllabus and brought to the students’ attention in the first week of classes. Office hours should be posted outside the assigned office.

d) Class Assignments:
Faculty are assigned courses based on their experience with the subject matter, personal preference, and proven excellence in the subject. While the IEP management cannot always fulfill teachers’ preferences, faculty is encouraged to discuss preferences with the IEP Director. Faculty are also encouraged to seek out additional professional development opportunities in their preferred subjects.
### Scheduling and Calendar

<table>
<thead>
<tr>
<th><strong>August In-Service</strong></th>
<th>Faculty and Staff should plan for a 3 day in-service during Orientation Week, which is one week before classes start. Specific dates will be announced via e-mail.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation Week</strong></td>
<td>The week before classes. Wednesday morning – IEP placement test and new student orientation. The teacher schedule is created based on the number of incoming students and the level they tested in.</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>The first week of classes is used for assessment of objectives of the previous level. On the first day, students receive schedule based on their level; they sign the attendance policy and are shown their classroom. Students receive syllabus by Wednesday of this week for each class.</td>
</tr>
<tr>
<td><strong>Week 4/5</strong></td>
<td>Complete mid-session advising forms and meet with students</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Final Exams Week – exams are given over 3 days in the following order: Writing (in the morning) and Listening and Speaking (in the afternoon); Reading (in the morning) and TOEFL (in the afternoon); Skills (in the morning). Staff meeting to discuss grades at the beginning of week 8.</td>
</tr>
<tr>
<td><strong>End of Session/Semester Recognition Celebration</strong></td>
<td>a scheduled event at the end of the semester in a designated reserved location on campus Students pick up transcript with grades at the registrar’s office</td>
</tr>
<tr>
<td><strong>Official IEP Calendar</strong></td>
<td>for each session can be found: <a href="http://www.usi.edu/international/intensive-english/calendar">http://www.usi.edu/international/intensive-english/calendar</a></td>
</tr>
<tr>
<td><strong>INTESOL Conference</strong></td>
<td>Mid November every year</td>
</tr>
<tr>
<td><strong>Shawnee Hills Educamp</strong></td>
<td>Mid-February every year</td>
</tr>
</tbody>
</table>
f) OBSERVATION
   - Professional Observation
     Your supervisor will observe you once every semester. You will be given a notification of the date and time when the supervisor will come to observe you.
     **Process:**
     - Submit a lesson plan at least 2 days before the scheduled observation. *(see Appendix 1: Observation-Lesson Plan)*
     - Meet briefly with the supervisor prior to the observation to discuss the lesson plan
     - Schedule a post-observation meeting with the supervisor
     - Complete *Teacher Self-Evaluation Form* and bring to the meeting *(see Appendix 2: Post-Observation)*

   - Peer Observation
     If you participate in a peer observation and evaluation once every three sessions, you will need to arrange the time and date with a colleague. You will submit a brief report of what you learned from your colleague.
     **Purpose of Observations**
     - To share your expertise
     - Learn from each other, and
     - To provide constructive feedback for professional development.

(*) If at any point you would like to receive feedback or need help, please make appointment for additional observations by your supervisor.


g) PROFESSIONAL DEVELOPMENT
Teacher Development opportunities will be offered regularly during the week before classes start each semester. These are sessions during which the Director and the instructors share teaching ideas and discuss ways to deal with specific teaching or other issues in the program as well as conduct continuous curriculum and student outcomes development. Sometimes, language teaching professionals from outside the program are invited to provide training.

In addition to the above-mentioned training opportunities, the program provides ample opportunities for professional development via in-service training during staff meetings, Webinars, local conferences in the field, and organized Brown Bag meetings. These are sessions that either address specific instructional needs of the program or discuss ESL research or teaching ideas. Instructors are highly encouraged to attend and take active part.

*Teachers are to attend additional 3 hours of professional development per semester beyond the ones offered in-house through webinars, conferences, peer observation, etc.* Attending these sessions can enrich both instructors’ teaching experience as well as their professional development portfolio that will be necessary for reappointment considerations.
h) SYLLABUS

- Submit the syllabus preferably three days before the first day of classes to the director for feedback.
- Distribute syllabus to students by the date specified in the academic calendar.
- Include these major sections in the syllabus:
  - course objectives, course description, grading system, detailed description of tasks, projects and assignments, expected learning outcomes, methods of summative and formative assessment (including a general description of the final exam), and a detailed schedule, USI and IEP policies, and evaluation rubrics. Follow the format given by the program.
- Incorporate provided feedback in the final draft of each syllabus before sharing it with the students. The director will provide feedback to submitted syllabi within three days.
- Modify your syllabus; it is a living document. It is not set in stone. Implement information gained during professional development.
- See sample schedule and some assessment rubrics in Appendix 3.

Writing Objectives for your Syllabus:

Please consider the following links for additional help. The objectives should be clear, measurable and realistic.

- Writing clear objectives: Begin with the end product: [http://med.ubc.ca/files/2012/03/Writing_Objectives.pdf](http://med.ubc.ca/files/2012/03/Writing_Objectives.pdf)
- Writing Clear Objectives: [http://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf](http://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf)
i) COPYRIGHT POLICY

We have an IEP photocopy machine with a special log in pin number that is posted on the bulletin board above the machine. It is appropriate to make copies for class handouts, announcements, meetings, and any copying related to faculty professional development. Please refer to the copyright policy as a reference for photocopying class materials. We follow USI policy and National Association of College Stores on copyright such as:

- We may copy 10% of a longer work or 1,000 words, whichever is less
- Copy few random pages from a textbook but under an entire chapter
- Articles, stories or essays less than 2,500 words
- Copying does not substitute for the purchase of books
- We can borrow library owned copies at USI library

For more detailed information on the copyright policy accepted at USI and IEP, please refer to these websites:

http://www.nacs.org/toolsresources/cmip/copyright/questions/classroom.aspx
http://usi.libguides.com/content.php?pid=104091&sid=783087 and
http://www.halldavidson.net/chartshort.html

A copy of the policy is also posted on the bulletin board above the photocopying machine. Additional training from the USI Library staff is always as needed. Last training took place spring 2016.
j) STUDENT REPORTS AND ADVISING

All instructors are required to submit three types of progress reports by the due dates announced every semester. These reports are:

- **Mid-Term Advising:** Beginning of the 5th week you will need to meet with an assigned number of students to inform and collect feedback from them. By the end of week 4 you will complete the advising forms for each student in the faculty drive. The advisor will use those notes to provide feedback to the students during the advising meeting. Please look at the report form you need *(see Appendix 4: Mid-Term Advising Report Form)* to complete for each student. Make sure to save the comments.

The meetings should discuss the students’ progress based on the report you received, the students self-assessment of their progress, possible plans for students who are struggling in certain classes that will help them improve their grades and academic performance, and academic and counseling services that the university and the program provide.

**Follow the steps below in advising:**

- Inquire about general information; how the student is doing, how their classes are going, how is everything in general, how’s life, how’s family, etc. Ask if they plan to take summer classes if meetings occur in the second spring session *(very important)!*
- You all will have information about each of your advisees if they are potentially failing a class and will discuss that with the student.
- Don’t say, “You are failing,” but “You may potentially fail”. Encourage that student to meet with the particular teacher to see what he/she can do extra, what areas to work on; what to focus on to potentially pass the class. Sometimes it won’t work, other times it may. Give the students that extra work. Take the opportunity to engage them with extra things if they reach out to you!
- Don’t tell them they can’t pass. Give them some encouragement to motivate them.

**End of the Session Report**

This is the second part of the Advising form which needs to be completed at the end of the session. This is a more detailed report to be submitted together with the final grade report. This includes a description and/or an evaluation of each student’s language learning progress along with suggestions for further learning. Be specific and include constructive feedback related to your course.

The Advising report is located in the Faculty folder in the IEP Share drive (I). Save your comments when you complete the form. This form will be given to the students together with the final grades at the end of each session.
Example 1 of a comment:

**Reading 2**

1. **STRENGTHS:**
   XXXX has the richest vocabulary stock among all his classmates, therefore, he is able to communicate and ask questions. Like other students, XXXX has demonstrated significant improvement in reading, particularly in using reading strategies to comprehend reading texts.

   2. **SUGGESTED ACTIONS:**
   XXXX is not consistent in using what he has learned in class in reading and comprehending texts. There are times when he completely forgets about the skills he has learned and relies completely on the meanings of words for understanding a text. It may be helpful for XXXX to create a list of skills he has learned or some kind of graphic representations of these skills or even a checklist that he can use when reading and analyzing a text. This may help him get into the habit of utilizing skills when reading and responding to texts.

Example 2 of a comment:

**Writing 2**

1. **STRENGTH:**Great attitude. Team player. Persistence in developing grammar competency, written and oral proficiency, specifically related to grammatical accuracy. Demonstrates attentiveness and excellent class participation. Shows strong effort to increase grammar and writing skills

   2. **SUGGESTED ACTIONS:**Develop verbal fluency, vocabulary acquisition. Continue to work on verb tenses and sentence structure. Continue to develop and strengthen grammatical accuracy. Needs to focus on spelling skills and verb usage. He should focus study on verb tenses and when to use them. Increase interaction with native English speakers. Continue to practice writing and application of grammar skills as acquired. Read as much as possible to help improve familiarity with language and sentence structure. Continue to strengthen study habit patterns. Focus on spelling skills.
3. Final Grade Report

This includes the name of the teacher, the name of the class and level, full name of each student in each class, and the final score/grade he/she received.

(*) See administrative requirements section for an example.

j. Final Exams

Instructors are required to email their final exams to the Director and the curriculum coordinator during the sixth week of classes. Use the final exam checklist for your reference and guidelines. Exams need to be modified per feedback provided before they are sent again for a final check. Instructors must print out their exams and bring them to the exam hall on the day of the exam. If an instructor is unable to attend his/her final exam, he/she should arrange with another instructor to bring the exam to the exam hall, distribute it, and collect it.

All instructors will be scheduled to proctor, mostly on the days of their final exams. Instructors who are not able to proctor should notify the Administrative Assistant before the schedule is completed.

1. Proctoring the Final Exam

There are certain policies that need to be taken into account by all proctors:

- Strive to create a test-friendly environment. Proctors should make sure that there is nothing that can distract students who are taking the test, whether that is a noise from inside or outside the exam hall or acts that can cause such distractions. This includes loud conversations among the proctors themselves.
- Don’t use cell phones during the exams for calls or texting.
- Avoid grading assignments or quizzes and using laptops or iPads - this distracts instructors from doing the job of proctoring. Students can be tempted to talk and cheat if they notice that the proctors are busy looking at something else.
k. Professional Expectations

- **Work Attire:** Business-casual is the appropriate attire since we tend to work with a more conservative clientele. International students would like to see their teachers dress professionally. Therefore, shorts, short tops and skirts, revealing clothing, tank tops, casual T-shirts and torn/faded blue jeans, tennis shoes and flip flops should be avoided. Make sure you look clean, neat and presentable. USI and IEP shirts can be worn on Fridays.

- **Privacy Issues:** Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is the federal law that protects the privacy of a student’s educational records. This law means that IEP faculty and staff cannot release information to other people, including parents, if students are over 18 years old, regarding the students’ academic performance (grades, transcripts, etc.) without the students’ consent, except in special circumstances. IEP faculty and staff, however, can release information to other faculty and staff at USI or to other schools with a legitimate educational interest or to law enforcement officials when the health and safety of the student, other students, faculty and staff are at issue. IEP can release directory information upon request. Directory information includes: name, local address, local phone number, e-mail address, dates of attendance, date and place of birth.

**NOTE:** Please be discreet when discussing student information. Some things you can do to make conversations more private include: closing doors and not talking in the hallways. If students ask for information about other students, do not share information, even if the person requesting is a family member or a spouse. A copy of the FERPA waiver is kept with the Administrative Assistant. A copy of each faculty member FERPA certificate should be on file in the personnel file in the director’s office.

- **Sexual Harassment and Personal Relationships:** These policies and procedures can be found in the USI Handbook and all faculty and staff should adhere by them. IEP policy for faculty and staff is not to date current IEP students. We also follow USI policy regarding this situation.

- **Cross-Cultural Sensitivity and Respect:** We can make a great contribution to the lives of our international students often being the first American contacts they have. Many of the first impressions about American people are established on how and what we communicate to them, how receptive we are to cultural differences, and how non-judgmental we are about those differences. As professionals working with international students coming from different ethnic, national and religious background, we need to use restraint when expressing some of our personal viewpoints, especially in the area of religion and politics. The classroom or your office is not the appropriate place for proselytizing to further religious or political philosophies. Using your position as a professional representative of IEP to further your beliefs can easily be interpreted as coercion. If you invite students to a church-related or political activity, be open about the purpose of the activity. Do not impose your beliefs on the students under any circumstances. In case of hazing, severe consequences and even dismissal may occur.

- **Conducting Research:** If faculty or students want to conduct research at IEP, they must adhere to the specific procedures involving human subjects. The Office of Planning Research and Assessment (OPRA) at USI campus can facilitate the adherence to these standards. All projects to be conducted at IEP need prior approval of the Director.

- **Observing Classes:** IEP does not allow students to audit or sit in on classes. Guests cannot appear and ask to attend or observe teachers’ classes. Exceptions will be made if there are USI students who need to observe classes for a project or internship, but this needs to be announced and arranged with the director and the faculty at least 1-2 weeks prior to the observation.
V. REAPPOINTMENT AND ANNUAL PERFORMANCE EVALUATION:

a. Part-time faculty

Reappointment is automatic and it takes place every session. At the end of the calendar year, the instructors will meet with the supervisor, in this case the Director to discuss performance evaluation. The evaluation process of instructors is based on the following criteria:

- Classroom observations on teaching performance by the Director of the IEP
- Students’ evaluations
- Professional Development requirements (reported on a special form and updated CV annually)
- Administrative (syllabi and exams quality and timeliness, reports, service if any)

This criteria can be sufficient for renewing or terminating an instructor’s appointment. However, in addition to the above statements, other criteria will be considered when making reappointment decisions, especially when it’s necessary to choose among multiple candidates for re-appointment. Additional criteria to be considered for re-appointment is:

- Peer evaluations
- Professional development and classroom-based experience
- Participating in curriculum development
- Participating in program events
- Program and student service
- Meeting USI’s appointment requirements

(*) An instructor may undergo a special evaluation at any time if that becomes necessary.

b. Full-time faculty

In addition to the criteria above, full time faculty will be reappointed based on the feedback gathered from their FAR (Faculty Annual Review), the evaluations of the director, and the Assistant Provost’s recommendation as long as all university HR policies are met.

c. Promotion

Full-time instructors may be recommended for an annual salary increase pending budgetary approvals and merit determined based on supervisor class observation evaluation, student evaluation, and the Faculty Annual Review Form.

(*) Currently, there are no opportunities for position promotion.

Part-time faculty are not eligible for promotion but may be eligible for salary increase based on the budget and pending the Provost’s recommendations for such increases. Faculty with a master’s degree in the field will receive additional $50 per course taught.

d. Termination:

Failure to meet teaching, professional development, and administrative expectations, and/or negative student evaluations may result in termination of contract. Evidence will be collected and submitted to the HR to be added to the personnel file. Additionally, the disciplinary actions and termination policies are in accordance with the HR Handbook (pp.134-139: http://www.usi.edu/hr/policy)
VI. NEW EMPLOYEE CHECKLIST (Administrative Things to Know and Do)

- **Employee ID Card**
  - Director / HR – provided all paperwork is submitted and approved

- **Username and Password**
  - AA has the form / Director must sign
  - IT Office - to receive Username and Password
  - Shared Drive (I: drive) and access to Faculty folder

**Note:** When faculty working with IEP logon to a PC at USI, they should automatically see a network file share named “IEP Shared” and attached as the I: drive. Within this network drive are folders labeled Admin, Students, and Faculty. Faculty do not have access to the Admin or Students folder, but do have access to the Faculty folder. If this is not visible or not working correctly, please contact the IT Help Desk (812-465-1080) for assistance.

- **IEP Adjunct Offices**
  - Part-time Adjuncts will share an office space
  - Key – SAA will put in request for key to your office
    - Return key if/when you leave IEP
  - Teacher will pick up his/her key in the Physical Plant
    - Must have USI photo ID to pick up the key
  - SAA has a Master Key and can unlock the offices

- **Books**
  - SAA has a list of books that are used for each session.
  - Teachers sign-out books they need for the classes they teach each session
  - Teachers return books at the end of each session
  - Checkout any other resource book used during the session
  - Let SAA or the Director know if you need any additional books, or if there is a particular textbook you would like to review
    - SAA will order extra books, or request a desk copy

- **Contracts** are signed before each session for the class assignment for that session.
  - Make sure you have all your information with HR

- **Attendance Sheets**
  - Recording attendance is important
    - Only mark an “A” if a student is absent (do not write check marks to indicate a student’s attendance)
    - If students are late, mark an “L” for late on the attendance sheet
    - If a student is more than 15 minutes late, then mark “LA”; this indicates that the student attended class, but is over 15 minutes late
  - Attendance sheets are located in the Faculty folder in the I: drive. You can access this from your classrooms.
  - SAA will create a recap of attendance at mid-session and end of the session for advising purposes.
Final Grades
a. In addition to submitting the grades through MyUSI in the USI system, please submit final grades to both the Director and the AA in the following format:
   i. Your name
   ii. The class name and level and session
   iii. Put students’ names (first name, last name) and % in a table format:

<table>
<thead>
<tr>
<th>Name</th>
<th>Test</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emilija Zlatkovska</td>
<td>TOEFL - L5</td>
<td>Spring 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Student A</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Student B</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>

Supplies
a. There is a cabinet in the Teacher’s Work Room that has file folders, envelopes, glue, pens, pencils, markers, etc.
b. Check with the AA for additional supplies you may need for projects (construction paper, educational games, etc.)
c. Check with the AA if you would like a sample of some teaching materials to be ordered from the publishers.

Copier / Printer
a. IEP has their own code (#67512); copier located in the IEP Main office
b. For color copies that may be used within the content of exams, see the AA or Director for printing in color.

New Students
a. At the beginning of a session/semester, there are a lot of details to take care of regarding new students
   i. We ask for your patience and cooperation when/if we have to get new students out of your classroom to take care of some details
   ii. Most of this will involve immunization requirements and/or getting payment from students

At the end of each session, please return the teaching materials that you will not be using to the AA for accounting purposes. Once you are assigned courses for the next session, you can pick up the books 3 days before classes start. If there is a last minute scheduling change, please return the books to the AA first; don’t give them to the ‘replacement’ teacher.

Technology
a. We recommend that you give yourself plenty of time to test out the technology in the classrooms to make sure it works for your particular needs; i.e. audio, visual, document reader, projector, etc.
   i. If there are any issues with the technology not working properly in your classroom, contact the AA, the Director or IT desk at ext: 1080, immediately.
b. Cheat Sheets for using the technology are available in each classroom.
VII.  TEXTBOOK EVALUATIONS AND OBJECTIVES MODIFICATIONS:

This is not a requirement. However, in case instructors believe that a certain textbook is a better replacement for a current one, they can submit a written proposal for replacing the textbook. The form for textbook recommendation can be found under the IEP_Share drive (I:) - faculty folder: [Curriculum: Textbook Change Forms.]

The proposal will be considered by a committee consisting of the Director of the IEP, the curriculum coordinator, and the instructors teaching the skill across levels. The proposal should include the title of the recommended text and a brief explanation of why the current textbook needs to be replaced. Provide rationale as to how the book meets the objectives set and how it can connect to previous or subsequent levels in the same skill.

The same is true for modifying the curriculum or the objectives of classes. Suggestions for modifications need to be submitted in writing. In case textbook evaluations and objectives modifications are assigned during regular meetings or professional development meetings, they become required.

VIII.  TEACHING TIPS:

- Focus on function (how they can use what they learned in real life, application) and then on accuracy! Don’t just test and teach memorized grammar rules. Have them apply that. For example: L2 - a teacher can see if present simple was learned and understood by asking the students to tell them about a typical day or a routine they did – connected, almost paragraph like sentences on a topic. Or describe themselves or someone else in the present tense, etc.
- Engage them in real-life situations, applicable and useful
- Speak a bit slower than what you are used to.
- Give them homework, ex: academic word list or grammar units, one day, give them the key, the next day (if applicable) test them on it. You don’t have to waste your time.
- A quiz should be 30 min - timing gives them guidance.
- Elicit from them and engage them in discussion, try not to lecture.
- Do a little assessment at the end: What did we learn? Tell me three things we learned today...What do we need to do next time?
- Evaluate what the students ‘can-do’ the skills they have gained, not on how hard they have worked
- Never ask: Are there any questions? Did everyone understand that? The answer will always be, “Yes or no.”
- Embed grammar in writing and ESP/Skills classes.
- Remember to have something to do for the students who finish a quiz faster than the others. I don’t want them to waste time on the cell phones outside the classroom.
- Never tell them they are failing: they are potentially failing if they don’t study and always come up with extra things they can do for extra points that may potentially help them if they are borderline.
IX. CURRICULUM OVERVIEW

IEP created an overall IEP Curriculum Document, which is located in the IEP Shared folder. Please consult this document when working on your syllabi.

In addition, consult all forms related to the curriculum:

- Curriculum Changes Proposal
- Textbook Change Proposal
- Syllabus Checklist
- Final Exam Evaluation Form
- Curriculum and Development and Review Process
- Can-do Statements
- Promotion Policy

X. GRADING AND PROMOTION CRITERIA

IEP Instructors should be familiar with the Grading and promotion criteria which can be found in the IEP shared drive in the CURRICULUM Folder.
APPENDIX 1: OBSERVATION
(LESSON PLAN)

Course/Year:                          Date and time:
Lecturer:                             Venue:
Number of students:                   Length of session:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Practical session</th>
<th>Session in specialist room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group session</td>
<td>Fieldwork</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

Aims:
In this session I aim to:
1
2

Objectives:
By the end of the lesson all students should be able to:
1
2
3

By the end of the lesson some students should be able to:
1
2
APPENDIX 2: Post-Observation

TEACHER SELF-EVALUATION FORM

One of the main purposes of the Observation of Learning and Teaching Procedure is to encourage self-reflection and continuous improvement in your teaching.

Please would you think about the observed lesson and make brief notes about how you evaluated it. Bring this with you to the post-observation feedback meeting where it will be useful in promoting shared discussion. The notes are for your reference.

Consider the following points:

- What did the students learn and how far did this match your plan/objectives?
- How do you know what they learned?
- What methods/approaches were successful in the class? Why?
- What might you improve or change if you did the lesson again? Why?

Teacher’s Comments:
**APPENDIX 3: Sample Schedule and Ways to Assess**

### Week 2

BEW, SSBAT (specific to the book) write a variety of topic sentences; write a paragraph of simple sentences in the present simple tense; write a paragraph stating preference / process; edit for present simple verb endings; write a paragraph using correct format

**Assessment:** journals, in-class editing, class discussion, quiz, formal paragraph; homework

<table>
<thead>
<tr>
<th>Task</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write journal 2: What do you do in the morning before school?</td>
<td>Complete SEW 9 handout</td>
</tr>
<tr>
<td>Begin WaW Ch. 1 — A Morning or a Night Person</td>
<td>Write 3 topic sentences for your Formal Paragraph 1 about morning or night person</td>
</tr>
<tr>
<td>Group brainstorming, then organize ideas</td>
<td></td>
</tr>
<tr>
<td>SEW Ch. 9 — Practice main idea / topic sentences</td>
<td>Complete handout about present simple</td>
</tr>
<tr>
<td></td>
<td>Continue working on Formal Paragraph 1 (FP1)</td>
</tr>
<tr>
<td>Write journal 3 — What do you do after school?</td>
<td></td>
</tr>
<tr>
<td>Review present simple verb endings (handout)</td>
<td></td>
</tr>
<tr>
<td>WaW 12-13 about simple sentences</td>
<td></td>
</tr>
<tr>
<td>Edit journal 3 — identify all verbs and correct</td>
<td></td>
</tr>
<tr>
<td>Analyze Sample Paragraph 1 to study development of supporting sentences</td>
<td></td>
</tr>
<tr>
<td>Choose the best topic sentence from HW and continue writing supporting sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Write journal 4: What do you do to get ready for bed?</td>
<td>Complete SEW 2 handout</td>
</tr>
<tr>
<td>SEW Ch. 2 — What is a paragraph? — study format and paragraph parts</td>
<td>Complete FP1 — due next class</td>
</tr>
<tr>
<td>Briefly discuss conclusions for FP 1</td>
<td>Complete Editing Checklist, WaW 16</td>
</tr>
<tr>
<td>Complete and edit/revise FP 1</td>
<td></td>
</tr>
<tr>
<td>Study grading rubric for FP 1</td>
<td></td>
</tr>
<tr>
<td>Quiz on topic sentences and present simple</td>
<td></td>
</tr>
</tbody>
</table>

*Acronyms are names of books used.*
OBJECTIVES:

The goals of this level are:

- Write paragraphs that have a clear focus of topic, main idea, details, and concluding sentence.
- Increase vocabulary related to example drafts, editing/revise, feedback, rewrite, final draft, etc.
- Produce a descriptive paragraph, a compare/contrast paragraph, a personal narrative paragraph, and a definition paragraph.
- Writing grammatically correct compound and complex sentences and writing paragraphs in the simple past, present, future, progressive and perfect tenses.
- Increase usage of articles, adjectives, adverbs, and phrases in sentences and paragraphs.
- Produce multi-point paragraphs of considerable length and focus.
- Practice writing in a journal.

Assessment:

- Written assignments, use rubrics

My Process:

- Start with the chapter of the book—the topic is “Are you a morning person or a night person?”
- Decide what skills to focus on for this topic: writing topic sentences, present simple verb endings, using correct format.
- Decide which book best addresses that skill (assign pages or make copies).
- Choose journal topics that allow them further practice with the skills and are related to their formal paragraph topic.
- Choose a variety of formative and summative assessments—Formative (on-going, informal assessment used to monitor student learning): in class editing, class discussion, homework; Summative (graded, formal assessment using a standard): formal writing, quizzes.
- At the end of the week, fill out a progress report to check that students achieved each goal.
- Collect all materials.
APPENDIX 4: Mid-Term Advising Report Form

Intensive English Program - Individual Student Report

<table>
<thead>
<tr>
<th>NAME OF STUDENT:</th>
<th>SESSION:</th>
<th>LEVEL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MID TERM COMMENTS</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING/SPEAKING</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Name</td>
<td></td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
</tr>
</tbody>
</table>

Advisor Comments

| Date: | Advisor: |

End of Session Student Report

<table>
<thead>
<tr>
<th>END OF SESSION STUDENT REPORT</th>
<th>Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING/SPEAKING</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Name</td>
<td></td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Suggested Actions:</td>
<td></td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Suggested Actions:</td>
<td></td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Suggested Actions:</td>
<td></td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Suggested Actions:</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5: SAMPLE: Progress Report for Week 3—Writing 3
(A way to check if the students are meeting the objectives)

Progress Report for Week 2—Writing 3

Student _____________________________________

Did the student:

- Write a variety of topic sentences ________________________
- Write a paragraph of simple sentences in the present simple tense ________________________
- Write a paragraph stating preference / process ________________________
- Edit for present simple verb endings ________________________
- Write a paragraph using correct paragraph format ________________________

Student _____________________________________

Did the student:

- Write a descriptive / explanatory paragraph? ________________________
- Write a variety of supporting sentences? ________________________
- Identify and correct sentence fragments? ________________________

Progress Report for Week 4—Writing 3

Student _____________________________________

Did the student:

- Correctly use adverbs of frequency in writing? ________________________
- Correctly use chronological transitions in writing? ________________________
- Write a process paragraph? ________________________
- Use and punctuate compound sentences? ________________________
APPENDIX 6: Rubric for Writing: Example 1

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format:</strong> The paragraph is in the correct format and has a clear topic sentence, several supporting sentences, and concluding sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development:</strong> The paragraph has many ideas and reaches the word minimum of 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong> All present simple verbs are correct; all sentences have a subject and verb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Good things:

Things to improve:

*NB: Feel free to introduce a grade progress report where students can add the points they have received during your class. Make them put the points in front of you to avoid asking you where they are at and what their grade is at the end of the session.

Sample Rubric for Writing: Example 2

<table>
<thead>
<tr>
<th>Score</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Satisfactory</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The writing is clear and effectively organized. It includes a strong introduction, smooth transitions and a powerful conclusion.</td>
<td>The writing is clear and well organized. It includes a good introduction, some good transitions and a good conclusion.</td>
<td>The writing is not very organized. The introduction is weak, some transitions are not clear and the conclusion is not effective.</td>
<td>The writing is not organized The introduction is not clear. There are no transitions and no conclusion.</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>Ideas are clearly defined. They are supported with different information, including personal experience.</td>
<td>Ideas are clear and supported with detailed information.</td>
<td>Some ideas are not clearly defined. The writing needs more details to support the ideas.</td>
<td>Ideas are not clear. The writing is not supported with evidence.</td>
</tr>
<tr>
<td>Language/Word choice</td>
<td>The writing incorporates a variety of word choice that engages the audience. The writer’s voice is very confident and accurate.</td>
<td>The writing incorporates adequate word choice. The writer’s voice is confident and clear.</td>
<td>The writing sometimes incorporates redundant word choice. The writer’s voice needs to be more specific and precise.</td>
<td>The writing incorporates unclear and incorrect word choice. The writer’s voice is not specific and precise.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Convention</td>
<td>There are no spelling errors. Punctuation is smooth and capitalization is used correctly. There are no errors in sentence formation.</td>
<td>There are few spelling and punctuation errors. Capitalization is mostly used correctly. There are few errors in sentence formation.</td>
<td>There are some spelling punctuation and capitalization errors. There are some errors in sentence formation.</td>
<td>There are consistent spelling, punctuation and capitalization errors. There are consistent errors in sentence formation.</td>
</tr>
</tbody>
</table>