



INTENSIVE ENGLISH PROGRAM INSTRUCTOR HANDBOOK

POLICIES, PROCEDURES, AND ACADEMIC RULES

Intensive English Program
University of Southern Indiana
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USI.edu/international/intensive-english

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, management at USI made the decision to establish an English language program as part of the university to provide English language classes to international non-native speakers. Prior to that, the university had contracted a private language school to manage the English language classes for international students who would then feed into the university. An outside consultant was hired who made recommendations that served as a baseline for the development of the program

In the fall of 2013, the Intensive English Program (IEP) was created and became an official entity of USI. As part of the implementation of the new program, new staff was hired, a new curriculum was developed, and new operational processes were established. The first session of English classes started in the fall of 2013.

The program made significant strides in progress within its first year and a decision to seek accreditation from the Commission on English Language Program Accreditation (CEA) was put in motion in June 2014.

The CEA is a specialized accrediting agency that focuses on post-secondary intensive English language programs and institutions. CEA's purpose is to provide a systematic approach by which programs and institutions can demonstrate their compliance with accepted standards, pursue continuous improvement, and be recognized for doing so.

The process of applying for accreditation served as a guide in helping the IEP team review and evaluate practices that were already in place while also researching current best practices in the field and analyzing future actions to take for the program. In addition to the CEA guidelines, the program consulted a professional in the field who provided additional feedback regarding future actions to take.

The accreditation application packet was submitted to CEA in spring 2016. After an extensive and thorough examination of the program was conducted in September of 2016, the Intensive English Program at USI was awarded a five-year accreditation from CEA commencing December 2016 to December 2021. The program underwent the re-accreditation process in September 2022 and is currently pending extension approval for 10-year accreditation.

The program continues to review and evaluate its policies, procedures, curriculum, methods of instruction, and student achievement on a regular basis, [following an established Policies and Standards Evaluation document](#).

a) Location

The main office and several classrooms of Intensive English Program (IEP) are located on the 3rd floor in the Orr Center (OC). Three IEP classrooms are located on the 2nd floor. All offices and classrooms signs are posted just outside the doors and clearly visible. Visitors, new students, and guests may inquire about the program in the Senior Administrative Assistant's office in OC 3052.

Main Administrative Office	OC 3052
Director of IEP Office	OC 3053
Classrooms	OC 2020, 2023, 2024, 3054, 3059, 3061, 3062
Common Area	OC 3057 (Tutoring Center is in this area) *
Instructors Offices	OC 3066 A through H

(*) The Common Area is a large space where students or staff may socialize, study, or relax. This is also the primary designated area where students meet for the weekly Conversation Circle.

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. Our student-centered teaching practices and well-trained, culturally diverse faculty prepare our students to be successful in university academic programs and/or to achieve professional and personal language goals. We support the students' integration into the target academic and general culture while respecting their own cultures, 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 immerse 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.

- c) To stay informed and up to date with research supporting best teaching practices.

b4) Long Term Goals for the Program

- To sustain the program's accreditation with the Commission on English Language Program Accreditation (CEA).
- To continue building and promoting the program's name and quality reputation through participation in professional associations and activities as well as recruitment efforts.
- To continue serving as an English language proficiency testing center for the TOEFL, GRE, and Praxis Professional Exams.
- To continue developing special short-term language projects and bring groups from international professional institutions to campus for English language skills development and Teacher Training.
- To augment our program in the community through participation in local fairs and collaboration with local businesses who employ non-native English speakers.
- To continue to serve as an advocate for all international students.
- To continue active membership engagement with EnglishUSA and NAFSA for additional support and information updates.

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 (Level 6).

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. The smaller class size allows our students opportunities to participate in meaningful class activities and receive individualized attention and feedback on progress.

All levels meet 18 hours each week. Upon completing the Intensive English Program, most students are sufficient in the English language to enroll in an academic program at the University.

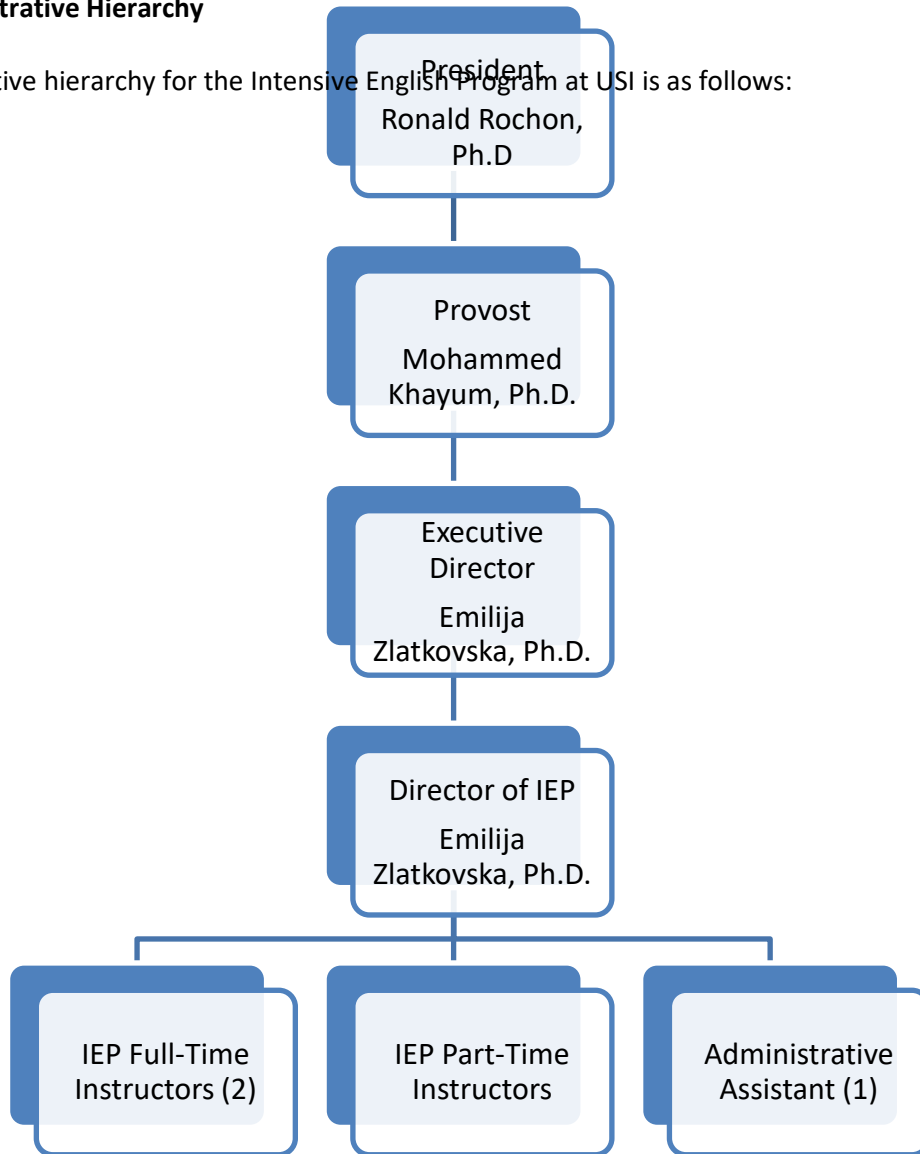
d) Levels and Placement

Students take the CaMLA Placement Test to determine which level (Preparatory through Level 6) 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 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 more information about the faculty and staff at the Intensive English Program, visit the IEP Website. [IEP Faculty and Staff](#)

II. HIRING PROCESS

Full-time and part-time instructors and the administrative assistant are hired by the university following university hiring procedures based on the classifications as posted on USI's Human Resource webpage. Applications are completed online.

IEP welcomes teachers who hold an MA degree in TESL or other relevant field, such as Education, Linguistics, or English and with considerable experience in teaching English-language learners to apply for the part-time instructor positions within the program.

For non-native candidates, the language proficiency is informally assessed during a candidate's job interview and teaching demonstration. An informal OPI interview may be conducted by the IEP staff to confirm the candidate's fluency level.

Applications can be submitted throughout the year. Below are all steps to apply for the part-time position:

1. Apply online through the HR webpage on USI's website: www.usi.edu/hr/employment
2. Upload a resume, cover letter, and MA transcript (sent directly to the university from your alma mater)
3. Contact the IEP Director at ezlatkovsk@usi.edu to express interest in the position with attached resume and motivation letter.
4. References are checked
5. Offer of employment
6. Sign contract

III. INSTRUCTOR RESPONSIBILITY AND EXPECTATIONS

The primary responsibility of the IEP instructor is teaching; however, other duties such as mid-term advising, administrative duties (attending meetings, professional development, assistance with CEA accreditation, completion of student reports, Can-Do Statements, and Final Grade Reports), and are also expected.

Full-time faculty have additional responsibilities including new student orientation and placement test, professional development, accreditation, and curriculum coordination. A full-time load is considered 37.5 hours per week with an average of a 3-course teaching load per session; some sessions may require a 4-course teaching load. Part-time faculty teach between 1 to 4 courses per session, depending upon the need and based on the enrollment. Sessions are 8 weeks long.

a) Classroom Teaching and Preparation:

- Prepare lessons, design, and adapt teaching materials to fit the needs of the students
- Develop and/or modify syllabi to follow given recommendations
- Teach assigned number of hours according to assigned schedule per session
- Plan and be prepared for each class

- Be on time and do not dismiss 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, 2021)

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 (1 hour per week)
- Scheduled office hours of 30 minutes per week
 1. Office hours should be stated on the syllabus for each session
 2. Inform and encourage students to meet with you during office hours
- Attend Accreditation meetings (as scheduled)
 1. 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:

- All full time and part time instructors and staff are required to fulfill a minimum of three hours of professional development per semester.
 - a) Staff should complete the “Professional Development Reporting Form” for each PD activity. *Faculty/Professional Development/Professional Development Reporting Form_Master*
 - b) Save Completed forms according to Calendar year: *Staff name_name of event_date*
- Professional Development may include Webinars, conferences, TedTalks, university sponsored activities related to education, “Brown Bag” series led by staff or guests, or training that is relevant to the field of language learning or education.
- Other acceptable sources of professional development include peer observations—both observing and/or being observed.

- Attendance at the annual 2-day in-service IEP workshop is mandatory and considered professional development
- New instructors will be observed by a Supervisor once a semester. Returning instructors will be observed by a supervisor once per academic year.

e. Optional Activities: *(Not required, but encouraged.)*

- Evaluate and recommend textbooks (optional) –
 - a. A *Textbook Change Proposal form* must be completed to justify the rationale for changing a textbook. Provide support to show how recommended textbook will meet the course objectives. Describe how the current book may or may not be meeting the course objectives.
 - i. Path: *Faculty/CEA/Curriculum Forms/Textbook Change Proposal*
- Participate in organizing field trips and social events for the international students and staff

f) Full Time Faculty – Additional Responsibilities:

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

24 hours	Teaching and preparation (class preparation, grading, creating assessment, Blackboard management)
10 hours	Administrative duties (staff meetings, accreditation, advising, office hours, research, program promotion and student retention)
3.5 hours	Service (field trips, orientation, committees, student group advising, professional development sessions preparation)
37.5 total	Full-time hours

IV. POLICIES AND PROCEDURES

A. Absences-Class cancellations:

All planned and unplanned absences should be communicated with the Director of IEP and the Senior Administrative Assistant (SAA) in advance, or as soon in advance as possible. For planned absences (i.e., Doctor appointments, etc.) communicate this in an email to the Director along with plans to cover the missed classes.

In case of an illness or an emergency, call the Director and/or the SAA as soon as possible so they can inform the students of the class cancellation. All cancelled classes must be rescheduled. Teachers are responsible for communicating with their students on the day and time of the rescheduled class. Inform the SAA about all rescheduled classes. Do not “split” the class time—rescheduled classes should be the full 90 minutes.

B. Meetings:

- Attend and contribute to Professional Development at the beginning of each semester
- Attend weekly staff meetings for updates, discuss concerns and solutions, and share progress or fresh ideas
- Attend and contribute to scheduled meetings per skill and/or level per session
- Monthly Brown Bag Series (Professional Development). Teachers are strongly encouraged to attend.
 - Teaching strategies and methods related topics
 - Topics –suggested by teachers and as needed
 - Attendance to the sessions will be considered in the annual performance 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. If need be teachers can always arrange time with students outside these hours.

D. Class Assignments:

Instructors 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, they are encouraged to discuss their preferences with the IEP Director. Faculty are also encouraged to seek out additional professional development opportunities in their preferred subjects.

E. Scheduling and Calendar

Summer In-Service	Faculty and Staff should plan for a 2-day in-service meeting after the end of the spring semester or one week before classes start for the fall semester. Specific dates will be announced via e-mail.
Orientation Week	Orientation and the Placement Test for new students occurs the week before a new session starts. The teaching assignments and the class schedule for each level are determined by the enrollment each session. Typically, the class schedule is generated a few days prior to the start of a new session. Teachers are informed of their teaching assignments by email.
Week 1	<p>Students receive their class schedule by USI and/or personal email 1 to 3 days prior to the start of a new session. They are instructed (in the email message) to go directly to the classroom. Teachers will confirm attendance to the Senior Administrative Assistant and/or the Director.</p> <p>Throughout the first week of classes, the students are expected to complete and/or sign the following forms:</p> <ul style="list-style-type: none"> • IEP Attendance Policy (Qualtrics form-online) • Permission to Release Information Form (Qualtrics form-online) • For new students—the New Student Survey Form (Qualtrics form-online) <p>During the first week of classes, teachers assess students' knowledge/skills based on the objectives of the previous level. The instructors monitor students' performance throughout the first week to evaluate if any student (particularly new students) is performing above or below that level. A recommendation to move a student to a higher or lower level is discussed with all teachers in that level and the IEP Director. The Director makes the final decision to advance a student or move a student to a lower level based on evidence and recommendations from the teachers.</p> <p>The syllabus for each class is given to students by the 3rd day of the first week of classes.</p>
Week 4/5	<p>Mid-term advising. By the end of week 4, teachers should enter mid-term comments and record absences on the Student Report for each student in their class(es).</p> <p>An advisor/advisee assignment list will be generated in Week 4 and shared with the teachers. This assignment is a list of advisees the teachers will meet with during mid-term conferences. Teachers are responsible for scheduling a meeting with their advisees.</p> <p>At the beginning of Week 5, Mid-term conferences are scheduled. All post mid-term conference comments should be added to the Student Report with name and date of advisor.</p>

Week 8	<p>Final Exams take place for three consecutive days during the final week (Week 8). The IEP staff generates a Final Exam Schedule, that includes information about the dates, time, location, and the Proctors for the exams. The Final Exam Schedule is posted in each classroom.</p> <p>Typically, the Final Exam schedule is as follows: Day 1 – Writing (a.m.) Listening & Speaking (p.m.) Day 2 – Reading (a.m.) Day 3 – Skills (a.m.)</p> <p>Teachers and IEP staff meet on the final day to review grades/performances throughout the session and recommend retention in a level or promotion.</p>
End of Session/Semester Recognition Celebration	<p>At the end of a semester and the summer session, IEP arranges an “End of Semester Celebration” to recognize students who complete the program and award them the Certificate of Completion.</p> <p>Final grades and final comments are due at the end of Week 8. The Director will review the student reports to make final decisions on promotions or retention if applicable. The IEP staff will send to the Final Grade/Comment Report to students via a secured email.</p>
Official IEP Calendar	<p>The dates for each session is listed on the IEP Academic Calendar and is posted on the webpage: IEP Calendar</p>

F. OBSERVATION

1) Professional Observation

New teachers will be observed by the Director or the Curriculum Coordinator members once a semester. Returning teachers will be observed once per academic year. The Director or Curriculum Coordinator members will communicate with the teacher to arrange a scheduled observation.

Process:

- Submit a lesson plan at least 2 days before the scheduled observation. (**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 (**Appendix 2: Post-Observation**)

2) Peer Observation (optional, but highly recommended)

The Director highly encourages teachers to do peer observations. The purpose is to help one another through observing different teaching practices and encourage development if applicable. Teachers should not feel uncomfortable being observed or observing a colleague; it is meant to be a tool for awareness and may be applied toward the Professional Development requirements.

- Peer observations provide the opportunity to share expertise, learn from one another, and provide discussion for constructive feedback

Contact the Director of IEP if you are interested in observing and/or being observed for feedback.

G. PROFESSIONAL DEVELOPMENT

Teachers and staff are expected to keep a professional portfolio with documentation of professional development activities. Three hours of professional development per semester is mandatory. A mandatory in-service retreat for IEP staff is scheduled either in mid to late May or mid-August, depending upon convenient breaks between sessions. The purpose of the annual In-Service Retreat is to review current curriculum and student objectives by course and level, review the Can-Do Statements, and any IEP policies that may need updating or amended. The In-Service also provides opportunities for the IEP staff to share teaching strategies, review strengths and weaknesses (in and out of the classroom), and/or to address any program concerns or issues. When applicable, professionals in the field are invited to the IEP retreat to share latest pedagogical trends in the field of teaching English as a second language.

In addition to the annual In-Service Retreat, IEP staff have a variety of opportunities to engage in Professional Development activities or events. Some examples include, but are not limited to:

- INTESOL (one-day conference in Indianapolis in November)
- University sponsored events, guest, or workshops that might be applicable
- Webinars
- National Conferences, such as TESOL or other field-related conferences. (Must get approval from Director and/or Associate Provost for the Center of International Programs)
- Brown Bag activities
- Other (Check with the Director if you have suggestions for professional development)

H. SYLLABUS

- 1) Syllabi/syllabus should be saved in the IEP shared drive: *Faculty/Syllabi/by session*
 - If applicable, incorporate any feedback provided about the syllabus and resubmit to the Director for final approval before distributing to students
- 2) Distribute syllabus to students by the 3rd class day of the start of a new session
- 3) Include these 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.*

- 4) The syllabus is a “working document” that will require modifications periodically based on current trends in the field, modifications to the student learning outcomes, or other USI/IEP policy changes. Teachers should modify their syllabi accordingly.
- 5) See sample schedule and some assessment rubrics in Appendix 3. Refer to Appendix 3 for Rubric and Schedule example.

Writing Objectives for your Syllabus:

The objectives should be clear, measurable, and realistic.

The following links may be helpful resources in writing objectives for the syllabus.

- Begin with the “end in mind”:
https://med.fsu.edu/sites/default/files/uploads/files/FacultyDevelopment_WritingObjectives.pdf
- Writing Learning Objectives:
<https://www.feinberg.northwestern.edu/sites/fame/docs/TitleWriting-Learning-Objectives.pdf>
- Learning Objectives: A Practical Overview:
https://clt.odu.edu/ofa/assets/pdf/Learning_Objectives.pdf

I. COPYRIGHT POLICY

The Intensive English Program has a Xerox printing/photocopy machine in the main office (OC 3052). The log-in PIN number is posted on the bulletin board above the machine.

Appropriate copying/printing includes class handouts, announcements/flyers, schedules, tests/exams, surveys, or information related to professional development. A copyright policy is posted on the bulletin board near the Xerox machine as a reference for photocopying class materials.

IEP follows the USI and the National Association of College Stores on copyright policy as follows:

- 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 the USI library

For more detailed information on the copyright policy accepted at USI and IEP, refer to this website:

<http://usi.libguides.com/content.php?pid=104091&sid=783087>

() Additional training on copyright policy facilitated by the USI Library staff is available upon request.*

J. STUDENT REPORTS AND ADVISING

Instructors are required to submit two types of progress reports by the due dates announced every semester. These reports are:

Mid-Term Advising:

- Each student in IEP is assigned to a teacher in IEP who acts as an advisor for each session. The number of advisees will vary depending upon enrollment. The IEP office staff prepares the advisor/advisee assignment and informs instructors and students by week 4. The advisor/advisee assignment is sent to teachers by email in Week 4 and posted in each classroom.
- At the end of Week 4, Instructors are required to complete mid-term comments for each student on the Individual Student Reports. The assigned advisor will meet with his/her advisee and review the comments during the mid-term conferences.
- Teachers schedule appointments with their advisees at the beginning of Week 5 and complete the Advisor comments after the meeting.
- The purpose of the mid-term conferences is to meet with the student to review the comments on the Mid-Term Report and discuss any concerns, whether academic and/or personal and advise students when applicable.

Follow these guidelines when advising:

- Inquire about general information—i.e., how advisee is doing overall, how they feel the classes are going, inquire about their well-being, i.e., life, family, roommates, etc. If it is the 2nd spring session, ask the advisee if he/she plans to take summer classes (**very important**)! **If so, include this in the after-conference comments and inform the SAA or the Director.**
- Teachers will be informed about any student (advisee) they are assigned who may be struggling or failing a class.
- Do not say to a student, **“You are failing.”** Instead, inform him/her, **“You may potentially fail.”** Share the comments and concerns from his teachers. Encourage that student to meet with his teachers to seek extra help or work to help improve his grade; encourage him to meet with the IEP tutors regularly; and if applicable, offer other suggestions on how he/she could improve.

End of the Session Report

This is the second part of the Student Report that 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 Student Reports are in the IEP share drive: *IEP Student Reports*

- Final grades and comments are due within 3 days from last final exam.
- The final grades and comments are given to the students via secured email.

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.

K. Final Grade Report

The Final Grade Report is part of the Student Report. This report is generated each session and includes the name of the instructor and course. Instructors enter the final grade percentage and the absences. This report is sent to students and/or sponsors (if applicable) via secure email.

L. Final Exams

Final Exams take place in Week 8. The SAA prepares the final exam schedule of dates/times/location and proctors. Each instructor is required to proctor an exam or multiple exams. The final exam schedule is submitted to all instructors via email and posted in each IEP classroom.

Newly created final exams must be submitted to the Curriculum Director for review. The Curriculum Director will evaluate if the final exam closely aligns with the course/level objectives. Feedback will be provided if changes are necessary.

All final exams must be saved each session in the Faculty share folder.

Instructors are responsible for creating, modifying, saving, and printing their own finals. Typically, instructors proctor their own final exams as scheduled. On the occasion when an instructor cannot proctor their own exam(s), they should make arrangements with another instructor and/or the SAA who will distribute and collect the final exams.

After the final exams have been graded, instructors may meet with students (upon request) to go over the final exam. However, final exams should never be returned to students. They must be stored in a secured file cabinet in the instructor's office.

M. Proctoring the Final Exam

Follow these guidelines when proctoring tests/final exams:

- Strive to create a test-friendly environment. Proctors should make sure that there is nothing that could distract students who are taking the test, i.e. noises from inside or outside the testing area.
- Avoid having conversations with another proctor (if more than 1 is scheduled to assist with an exam)
- Avoid texting or phone calls while proctoring
- Avoid grading assignments or quizzes and using laptops or iPads – this distracts students. Students may be tempted to talk and cheat if they notice that the proctors are busy looking at something else.

N. Professional Expectations

- 1) **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 may be worn on Fridays.
- 2) **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, such as academic performance (grades, transcripts, etc) to other people, including parents without the student's consent to release such information. IEP faculty and staff, however, may 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 pertains to name, local address, local phone number, e-mail address, dates of attendance, date and place of birth.

NOTE: *Discretion is essential when discussing student information. Never discuss information about one student with another student, even if that student is a spouse or family member. Always respect the FERPA policy of confidentiality. No information should be shared without the consent from the student.*

When necessary to discuss students' progress or concerns among colleagues or with other USI departments, make sure the conversation/communication is private behind closed doors; avoid talking in public areas where conversations could be overheard.

A signed copy of the FERPA waiver, if applicable, will be scanned and saved in individual Student Report.

All faculty and staff are required to complete the online FERPA training. Certificates are awarded upon completion and may be accessed via the teacher's/staff's MyUSI portal. Certificates may also be saved

in teacher's personnel file (in Director's office), and/or in the IEP faculty drive. It is considered professional development.

- 3) **Sexual Harassment and Personal Relationships:** These policies and procedures can be found in the USI Employee and Faculty Handbook.
- 4) **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.
- 5) **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.
- 6) **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. During the spring semester, the instructors will meet with 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 CV updated annually).
- Administrative (syllabi, quality of exams, timeliness, thoroughness of reports, student class evaluations, professional development, meeting the job expectations, etc.)

This criterion 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 may include:

- Professional development and classroom-based experience
- Participating in curriculum development
- Participating in program events
- Program and student service
- Meeting USI's appointment requirements
- Team building and professionalism

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

B. Full-time faculty

Full time faculty will be reappointed based on the feedback gathered from their FAR (Faculty Annual Review), the evaluations of the director, and the Executive Director of Center for International Programs recommendation as long as all university HR policies a

C. Promotion

Full-time instructors: may be recommended for an annual salary increase pending budgetary approvals and merit 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 Complete)

- 1) Employee ID Card
 - a. Director / HR – provided all paperwork is submitted and approved
- 2) Username and Password (Process)
 - a. Complete the Network UserID Request Form /Fiscal Agent approval is required
 - b. Request form is sent to IT to receive Username/(temporary) password. (New employee will be advised to change the password after the first log in).
 - c. Access to the IEPShare (I) drive: The Director of IEP will submit a formal request for access to the IEP shared drive (IEP Faculty share drive)

Upon approval, instructors will be granted access to the IEP share drives on campus and/or using VPN (virtual private network) from personal computer at home.

There are four folders within the IEP_share (I)drive:

- Admin
- Faculty
- IEP Project
- Student

Teachers are granted access to the Faculty and IEP Project folders only. They do not have permission to access the *Admin* folder or the *Student* folder.

The individual student reports are saved in the IEP Project folder. The reports are updated at the beginning of each session. Teachers access this folder to enter mid-term and final comments, assess if students achieved any Can-Do statements, enter the final grades, and record absences.

There are many sub folders are in the Faculty folder. New faculty/staff are advised to become familiar with the various content within the Faculty share drive.

NOTE: Upon logging in with the USI username and password, staff should see the network share drive, *IEP_Share (I)*. If this is not visible, then contact the Senior Administrative Assistant to submit a ticket to IT or contact IT via email themselves with an explanation of the problem. They may also contact IT Help Desk at 812-465-1080—regardless, an official ticket is still required to be created in the IT’s “KACE” software system.

3) IEP Adjunct Offices

- Two part-time Adjuncts will share an office space
- Key – The Senior Administrative Assistant (SAA) will submit a key request for faculty/adjunct offices. Employees who leave IEP must return the key to the SAA.
- Teacher will pick up his/her key in the Physical Plant
 - Must have USI photo ID to pick up the key
- The SAA has a Master Key and can unlock the offices

4) Books

- The Senior Administrative Assistant (SAA) has a list of books that are used for each session.
- Teachers check out books they need for the classes they teach each session; a list of books checked out is kept in the main office (OC 3052)
- Teachers return books at the end of each session
- Checkout any other resource book used during the session
- Let the SAA or the Director know if you need any additional books, or if there is a particular textbook you would like to review. The SAA will order extra books, or request a desk copy
- At the end of each session, return the teaching materials that you will not be using to the SAA 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, return the books to the SAA first; don’t give them to the ‘replacement’ teacher.

5) Contracts are signed at the beginning of each session for the class assignment(s) for that session.

- For employment purposes, submit all relevant information, such as updated CV, transcripts, etc. to HR.

6) Recording Attendance

- Recording attendance is important.

- Each teacher is responsible for his/her method of keeping track of absences and/or lateness to class.
- Attendance records should be saved for reference. This will be used if there are any disputes regarding any violation of the IEP Attendance Policy.
- Absences must be recorded on the Student Reports at Mid-term and on the Final Grade Report.
- Teachers should contact the Director if any student has any violation of the IEP Attendance Policy.

7) Final Grades

- Final Grades must be submitted through the MyUSI application. In addition, final grades must also be recorded on the students' Final Grade Report.
- The Director will meet with teachers regarding any students who are failing or near failing to review and discuss the best action to take (promote or retain) per individual case.
- Mid-term comments, Final Report Comments, and the Final Grade Report are saved as PDF's and sent to each student via secured email.

8) Supplies

- The Senior Administrative Assistant keeps track of the office supplies and reorders as needed. Any additional and/or special requests should be made to the SAA.

9) Copier / Printer

- IEP has their own code (#67512); copier located in the IEP Main office (OC 3052)
- For color copies that may be used within the content of exams, see the SAA or Director for printing in color.

10) New Students

- At the beginning of a session/semester, there are important details to take care of regarding new students
 - It may be necessary to pull new students from the classroom to assist them in completing documentation or immunizations required by the university.
 - Usually, the SAA will take care of this with as little interruption to the classroom as possible.

11) Technology

- New and returning teachers are advised to familiarize themselves with the technology (audio, visual, projector, etc.) in each classroom as it may vary from room to room.
 - If there are any issues with the technology not working properly in the classroom, contact the SAA, the Director or IT desk at ext: 1080, immediately.
- The SAA checks the technology in each IEP classroom at the beginning of each semester to assure everything is working properly.
- "Cheat Sheets" for using the technology are updated if applicable and saved in the IEP Faculty share drive: *Faculty/Technology/Cheat Sheet for Technology*

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 on the “Curriculum Modification Forms”: *Facutly/Curriculum/Curriculum modification forms/Curriculum Modification form_Master*

VIII. TEACHING TIPS:

- Focus on function—how they use the target language in real-life situations, then work on accuracy
 - Example: A Level 2 teacher can assess how well a student applies present simple through conversations about typical daily routines, how they might describe themselves or a friend, or talk about a favorite hobby.
- Engage students in real-life situations—i.e. meal planning, creating a grocery list, shopping on a budget, etc..
- Speak a bit slower than normal speech
- Give homework relevant to units/topics taught in class—i.e., academic word list; grammar units;
- A quiz should typically be 30 minutes
- Aim not to lecture—engage students in class discussions; elicit what they may know or be curious about
- Do quick assessments at the end of a lesson: Ask students what they learned? Have them share three things they learned from the lesson. Have them repeat what they are to do before meeting again.
- Evaluate what the students ‘can-do’—refer to the Can-Do Statements by skill and by level ~~skills they have ga~~
- Avoid asking “yes/no” type questions, such as, “Are there any questions?” “Did everyone understand that?” The answer will be predictable.
- Embed grammar in Writing and ESP/Skills classes. (ESP = English for Specific Purpose)
- Prepare extra practice worksheets/activities for students who finish quizzes/exams early.
- Never tell students they are failing. It is appropriate to tell students they are potentially failing and give details to support that concern—i.e., a lack of preparation; not completing or turning in assignments on time; missing class, etc. Be prepared to give additional work if necessary to reinforce a key point and/or help the student with extra practice.

IX. CURRICULUM OVERVIEW

A description of the curriculum for each skill and each level is saved in the IEP share drive:
(Faculty/Curriculum/Curriculum Documents for All Classes) Refer to this document when creating course descriptions on your syllabi.

Additional forms related to curriculum should be applied when/where applicable:

- 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

The IEP Grading Policy Guidelines and the Grading Values by level and by skill are saved in the IEP share drive:
(Faculty/Curriculum/Grade Distribution Documents) also included as an appendix at the end of the handbook.

APPENDIX 1: OBSERVATION
(LESSON PLAN)

APPENDIX 2: Post-Observation

APPENDIX 3: Sample Class Schedule

Week 2	
<p>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</p> <p>Assessment: journals, in-class editing, class discussion, quiz, formal paragraph; homework</p>	
<ul style="list-style-type: none"> • Write journal 2: What do you do in the morning before school? • Begin WaW Ch. 1—A Morning or a Night Person • Group brainstorming, then organize ideas • SEW Ch. 9—Practice main idea /topic sentences 	<ul style="list-style-type: none"> • Complete SEW 9 handout • Write 3 topic sentences for your Formal Paragraph 1 about morning or night person
<ul style="list-style-type: none"> • Write journal 3—What do you do after school? • Review present simple verb endings (handout) • WaW 12-13 about simple sentences • Edit journal 3—identify all verbs and correct • Analyze Sample Paragraph 1 to study development of supporting sentences • Choose the best topic sentence from HW and continue writing supporting sentences 	<ul style="list-style-type: none"> • Complete handout about present simple • Continue working on Formal Paragraph 1 (FP1)
<ul style="list-style-type: none"> • Write journal 4: What do you do to get ready for bed? • SEW Ch. 2—What is a paragraph?—study format and paragraph parts • Briefly discuss conclusions for FP 1 • Complete and edit/revise FP1 • Study grading rubric for FP1 • Quiz on topic sentences and present simple 	<ul style="list-style-type: none"> • Complete SEW 2 handout • Complete FP1—due next class • Complete Editing Checklist, WaW 16

*Acronyms are names of books used.

APPENDIX 4: Mid-Term Advising Report Form

Intensive English Program -Individual Student Report (sample)

STUDENT REPORT

Student: _____ Session: _____
 Student ID: _____ Level: 3

COURSE	MID-TERM COMMENTS	ABSENCES AT MID-TERM	END OF SESSION REPORT
LISTENING/SPEAKING			
READING			
SKILLS			
WRITING			

Mid-Term Advisor: _____

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 Yes / No
- Write a paragraph of simple sentences in the present simple tense Yes / No
- Write a paragraph stating preference / process Yes / No
- Edit for present simple verb endings Yes / No
- Write a paragraph using correct paragraph format Yes / No

Student _____

Did the student:

- Write a descriptive / explanatory paragraph? Yes / No
- Write a variety of supporting sentences? Yes / No
- Identify and correct sentence fragments? Yes / No

Progress Report for Week 4—Writing 3

Student _____

Did the student:

- Correctly use adverbs of frequency in writing? Yes / No
- Correctly use chronological transitions in writing? Yes / No
- Write a process paragraph? Yes / No
- Use and punctuate compound sentences? Yes / No

APPENDIX 6: Rubric for Writing: Example 1

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

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

Score	4 Advanced	3 Proficient	2 Satisfactory	1 Unsatisfactory
Organization	The writing is clear and effectively organized. It includes a strong introduction, smooth transitions and a powerful conclusion.	The writing is clear and well organized. It includes a good introduction, some good transitions and a good conclusion.	The writing is not very organized. The introduction is weak, some transitions are not clear and the conclusion is not effective.	The writing is not organized. The introduction is not clear. There are no transitions and no conclusion.
Ideas	Ideas are clearly defined. They are supported with different information, including personal experience.	Ideas are clear and supported with detailed information.	Some ideas are not clearly defined. The writing needs more details to support the ideas.	Ideas are not clear. The writing is not supported with evidence.

Language/ Word choice	The writing incorporates a variety of word choice that engages the audience. The writer's voice is very confident and accurate.	The writing incorporates adequate word choice. The writer's voice is confident and clear.	The writing sometimes incorporates redundant word choice. The writer's voice needs to be more specific and precise.	The writing incorporates unclear and incorrect word choice. The writer's voice is not specific and precise.
Convention	There are no spelling errors. Punctuation is smooth and capitalization is used correctly. There are no errors in sentence formation.	There are few spelling and punctuation errors. Capitalization is mostly used correctly. There are few errors in sentence formation.	There are some spelling punctuation and capitalization errors. There are some errors in sentence formation.	There are consistent spelling, punctuation and capitalization errors. There are consistent errors in sentence formation.

APPENDIX 7: Grading and Promotion

IEP Grading Policy Guidelines

The IEP relies heavily on tests, assignments, and exams created by instructors with some level of adoption from exams and tests included in the accompanying materials in the instructor package provided by textbook publishers. The instructors develop their own grading schemes for their particular classes following the general guidelines and policies that the program has instituted.

The following are general guidelines that instructors need to follow.

1. No grades should be assigned based on effort of work completion.
2. Homework may be graded if it is closely connected to specific objective(s) and the grade is given based on evidence of mastery of these objectives.
3. Grade distribution should follow existing grade distribution table with some flexibility on the percentage assigned to each type of formal summative assessment. For example, teachers may choose to assign 30 % or 20 % percent to the final exam. However, the percentage assigned to informal/ formative assessment cannot exceed the existing assigned percentage of 10%.
4. Grades assigned based on informal/formative assessment should be based on concrete evidence of mastery of specific objectives only.
5. No grade can be assigned to classroom participation or attendance.
6. Extra credit may be occasionally given but should not be significant enough to result in false representation of actual performance/ competence.

Instructors are encouraged to submit written proposals to the administration if changes to these guidelines are needed to accommodate certain academic needs. (updated spring 2022)

Grade Distribution Policy

Effective March 14, 2016, final grades should be determined using the following grade percentage distribution:

Informal Assessment: <ul style="list-style-type: none"> • homework • in-class impromptu speeches • dictations • vocabulary journals • writing journals 	10%
Formal Assessment: <ul style="list-style-type: none"> • quizzes • unit tests 	60%

<ul style="list-style-type: none"> • writing / essays • presentations 	
<p>Final Exam</p> <ul style="list-style-type: none"> • cumulative • covers all objectives 	30%

The rationale for this decision is that students should not be allowed to pass the class based on effort. Therefore, formal, which is a truer test of students’ ability, should form the greatest part of the final grade. The final exam, which is a cumulative, summative assessment, should be given a standard percentage in all levels and classes.

Please explain each category in the “Description of Assessments and Projects” section of the syllabus.

***You may have additional assessment which is not listed above. No assignment should be graded on effort but on achievement of required student learning outcome. If it is graded using a test key or a rubric and truly measures students’ ability, it is formal assessment.*