



**University of
Northern Iowa**
Culture & Intensive
English Program

HANDBOOK



Contents

4 UNI Culture & Intensive English Program

4 Office of International Engagement

5 Our Mission

5 Program Description

5 Accreditation

6 Organizational Framework

7 Our Students

8 Student Health Insurance and
Mandatory Fees

8 Student Disabilities

9 Student Complaints, Requests, and
Grievances

9 Student Counseling

10 Student Advising

11 Combined Classes

12 Staff

12 Professional & Scientific Information

12 Temporary

12 Term

13 Benefits

14 Instructional staff

16 Administrative Positions

18 Performance Appraisals and
Evaluations

20 Service Days

20 Vacation Requests, Sick Leave

20 Time off

22 Merit Staff Information

23 Benefits

23 Merit Administrative Position

24 Performance Appraisals and
Evaluations

24 Vacation Requests, Sick Leave, and
Time Off

25 Employee Policies

25 Orientation

26 Dress Code

26 Meetings

26 Release time

27 Research Conducted in the CIEP

28 University Holidays

28 Emergency Preparedness and Response

30 Staff Grievances

31 School Closing

31 Copyright

32 Mandatory Reporting

32 Confidentiality

32 Discrimination

33 Harassment

33 Drugs and Alcohol

34 Leaving CIEP

34 Student Employees

34 Instructional

35 Administrative Staff

36 Translators/Interpreters

36 Leaving CIEP

36 Professional Development Opportunities

36 Conferences

37 Book Allowance

37 UNI Opportunities

38 Institutional Communication

38 Internal

39 External

40 Facilities, Equipment & Supplies

40 CIEP Office Space

41 Main Office

41 Copy/Supply Room

41 Student Services & Activities Office

41 Library/Conference Room

41 Lounge

41 Computer Lab

41 Instructor Offices

41 Access to CIEP Offices

41 Custodial Services

42 Reserving CIEP Rooms

42 Office Supplies and Equipment

42 Technology Resources

42 Desk Phones

42 CIEP Classrooms

- 43 Classroom Inventory
- 43 Access to Classrooms
- 43 UNI Computer Labs

43 UNI Resources

- 43 Public Safety
- 43 Parking on Campus
- 44 Information Technology Services
- 44 Human Resource Services
- 44 Office of Compliance and Equity Management
- 45 Rod Library
- 46 Wellness & Recreation Center
- 45 UNI Child Development Center

47 CIEP Program Policies

- 46 Class Size**
- 46 Class Hours and Breaks**
- 47 Food and Drink**
- 47 Electronic Devices**
- 47 English Only**
- 47 Student Attendance**
 - 48 Tardies
 - 48 Absences
 - 48 Student Illness
- 48 Class Visitors**
- 48 Class Observations**
- 48 Classroom Assignments**
- 48 Class Cancellations and Class Substitutions**
- 49 Weather Related Emergencies**
- 50 Teaching Assignments**
 - 51 English Proficiency Test

52 Curriculum

- 52 Philosophies and Methods**
 - 52 Methods of Instruction
 - 52 Teacher Talk and English Only
 - 53 Teaching Academic Culture
- 53 Mentoring**
 - 54 Practicum Students

55 Curriculum Overview

- 56 Skills
- 57 Lab Time
- 58 Special Programs
- 58 Electives & Proposing New Courses

58 Teaching Essentials

- 58 Placement Testing
- 59 Syllabi
- 60 Diagnostic Tests
- 61 Student Learning Outcomes, Overviews, and Curriculum Guidelines
- 62 Textbooks
- 63 eLearning
- 64 Drives
- 65 Sick Lessons

65 Assessment

- 66 Finals
- 67 Teacher Created Exams & Assignments
- 67 Grading and Reporting Grades
- 68 Grading and Proficiency Scales
- 68 To Pass or Not to Pass
- 69 Homework and Extra Credit
- 69 Plagiarism and Cheating
- 70 Academic Probation Policy

71 Meetings

- 71 Post-Placement Meetings
- 72 General Staff Meetings
- 72 Norming Sessions
- 72 Level Meetings
- 72 Committees



UNI Culture & Intensive English Program

OFFICE OF INTERNATIONAL ENGAGEMENT

The Office of International Engagement's mission is to:

- Provide comprehensive service and support to UNI international students, domestic English Learners, and visiting international scholars
- Serve and support through English language instruction through the Culture & Intensive English Program (CIEP), immigration status advising, orientation and pre-arrival support, and student success initiatives
- Lead the development of external and internal collaborations with international partners, cultural competency for students, faculty, and staff, and global awareness across the campus community.
- Visit <https://internationalengagement.uni.edu/> for more information.

THE CIEP: WHO WE ARE

The CIEP is a unit within the Office of International Engagement (OIE) tasked with providing academic support to international students and non-native speakers at the University of Northern Iowa.

The CIEP sessions are 8-week long, beginning in August, October, January, March, and June.

The MISSION of the CIEP

The primary mission of the UNI Culture and Intensive English Program (CIEP) is to provide English language learners with high quality, intensive English instruction, as well as academic, cultural orientation in preparation for study at the University of Northern Iowa or other institution of higher learning.

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

- a. Teach English for Academic Purposes in the Intensive English Program in preparation for enrollment in academic programs at UNI.
- b. Collaborate with different academic programs at UNI to co-teach specialized sections and workshops for international and multilingual students to support their academic success in university classes.
- c. Support the UNI vision to promote diversity, equity, and inclusion on campus and in the community.
- d. Provide students with the cultural knowledge and awareness they will need to function well both academically and socially.
- e. Inform the students about options and opportunities for academic study at UNI and encourage them to apply for admission.
- f. Recruit students internationally and domestically for participation in English language programs in order to develop cross-cultural and educational opportunities on the UNI campus.
- g. Serve as a resource for faculty, staff, and students in English language instruction and cross-cultural orientation at UNI
- h. Provide support to local school systems in preparing their English as a Second Language Students for university study at UNI or other institutions of higher education.

CIEP PROGRAM DESCRIPTION

CIEP students participate in one of five levels of instruction (Level I: High Beginner (16 weeks), Level II: Low Intermediate, Level III: Intermediate, Level IV: High Intermediate, Level V: Advanced).

Each session provides 15 classroom hours with up to 5 hours per week of a language lab that includes culture talks, class exchanges and observations, conversations with RSVP members, and other monitored computer lab time and other cultural/educational events organized by CIEP and OIE. Experienced and qualified instructors teach small classes (the CIEP tries to limit its class size to 16 students). Classroom teaching combines instructor presentations, group work, and individual projects. Detailed information on the CIEP program can be found at <https://ciep.uni.edu/description-courses>

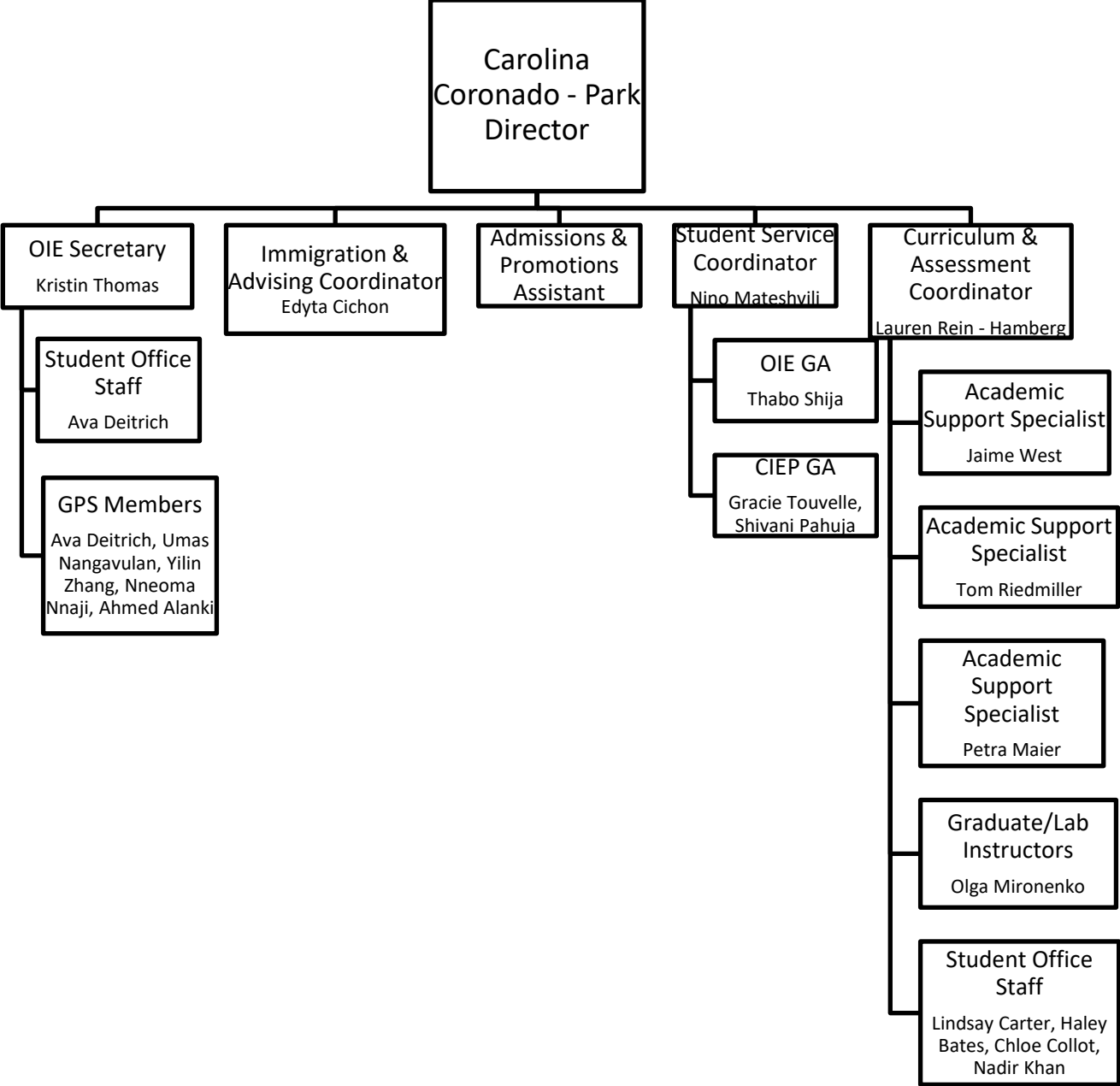
CIEP ACCREDITATION

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

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

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

Office of International Engagement Organizational Chart





CIEP STUDENTS

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

CIEP students can also be directly admitted students, which means they applied only to the CIEP. These students still have the option to take academic classes at UNI after completing the CIEP, but they must apply to the University. Not all CIEP students aim to take academic classes, but a majority hope to.

The CIEP also offers custom-designed “Immersion Programs” which offer specialized language programs. Some examples of these Immersion Courses include Business English, American

Culture, STEM Education and Public health. These students are only in an immersion program for a set amount of time (generally one session or less) with a specific purpose in mind. On occasion, Immersion Program participants are integrated into the core Intensive English courses as a part of their immersion experience.

For special programs, the Student Services Coordinator is in charge of creating the itinerary and budget, arranging airport transportation and finalizing itinerary details, communicating with the UNI Housing & Dining, sending the itinerary and orientation information to the participants, meeting with the participants and chaperones, conducting the exit survey, and attending the post-program meeting. Extra-curricular activities under a correct budget will often be provided for the special program students by the Student Services Coordinator, as well, with assistance from the Director. Find more information here:

<https://ciep.uni.edu/uni-ciep-customized->

[programs](#)

STUDENT HEALTH INSURANCE AND MANDATORY FEES

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

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

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

Tuition and university fees are collected by the UNI Cashier or Business Operations. Under no circumstances should an instructional staff member collect fees or any money from any student enrolled in CIEP or UNI. For more information on student fees, visit <https://ciep.uni.edu/fees>

STUDENT DISABILITIES

Students with disabilities have several resources available on campus to help them with their academic studies. Student Accessibility Services (SAS) <https://sas.uni.edu/> coordinates services and accommodations for students with disabilities. The office reviews disability documentation, meets with students to determine appropriate accommodations, and works with campus partners to implement the accommodations. SAS takes into consideration the student's personal narrative of their experience of barriers, past accommodation history, and supporting documentation related to their disability when making accommodation determinations.

Course syllabi should include statements inviting students to discuss their academic needs as it relates to a documented disability. Statements related to the Americans with Disabilities Act Statement are printed on course syllabi and are also readily available through the University's eLearning system.

In order to receive accommodations, a student with a disability must contact the Office of Student Accessibility Services. Staff should be sensitive to the fact that students may be uncomfortable being approached during class to discuss their disability and/or academic accommodations; this should be done privately. Students with special needs should be discussed with the Director, Curriculum & Assessment Coordinator, and the Student Services Coordinator. In order to receive accommodations, a student with a disability must contact the Office of Student Accessibility Services. Visit <https://sas.uni.edu/> for more information.

CIEP STUDENT COMPLAINTS, REQUESTS, AND GRIEVANCES

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

However, if students do not feel comfortable speaking frankly with their instructor or if the complaint is not relative to the instructor, students are instructed in the CIEP Student Handbook to complete a [Requests and Concerns Form \(See Appendix A-2\)](#) at the OIE office. Depending on the situation, the student may schedule a meeting with the Director, Curriculum & Assessment Coordinator, Student Services Coordinator, or Graduate Assistants in the office.

The appropriate individual may be able to solve the problem by explaining University and/or CIEP policies and academic expectations. However, if the nature of the complaint is clearly related to an individual staff member, the Director will gather first-hand information from the student(s) involved to determine the nature of the complaint and to protect the staff member from arbitrary, capricious, or frivolous complaints. If the complaint is of a serious enough nature, the Director will contact the staff member for a conference and may ask the staff member to make changes in their teaching and may also request class observations or digital recordings. If necessary, the Director will refer serious complaints to the division head, the Senior Associate Vice President for Enrollment Management and Student Success and/or Office of Compliance and Equity Management. Whenever a student fills out a Complaints and



Concerns Form, they must make sure to turn it into the OIE office. Instructors should not collect a Complaints and Concerns Form from a student. If the issue is determined to need further consideration, a formal [Student Grievance Form \(see Appendix A-3\)](#) will be completed with/by the student.

CIEP STUDENT COUNSELING

Studying in a new classroom in a new culture can be stressful for students. If students are having issues with student-student conflict, cultural adjustment, living situations, or issues related to personal well-being, you can encourage them to fill out a Requests and Concerns Form in the Office of International Engagement (OIE). The Office Staff will schedule a meeting with the Student Services Coordinator, the Curriculum & Assessment Coordinator, or the Director. The Student Services



Coordinator or GA assists students with well-being issues such as (but not limited to) cultural adjustment, homesickness, housing/roommate situations, and healthy relationships.

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

PROFESSIONAL COUNSELING

The Counseling Center (<https://wellbeing.uni.edu/counseling-center>) provides clinical mental health services, outreach programming and a training program to support the mental health, safety and well-being of the campus community. Students could benefit from counseling by licensed professionals if they are having difficulty with mental illness (e.g., depression, anxiety, ADHD), coping with a loss, trauma, sexual assault, and other significant stressors, or whenever emotional difficulties interfere with daily functioning. The process begins with an initial assessment. There are three helpful guides as to where to refer students facing serious issues at <https://wellbeing.uni.edu/counseling-center/faculty-parents-staff>. One of these is a complete guide titled, “How to Help Students in Distress” available at <https://wellbeing.uni.edu/sites/default/files/students-in-distress-guide.pdf>

Urgent or Crisis situation

If danger is immediate, call 911 or UNI Police at 319-273-2712. If an OIE staff member/CIEP instructor believes there is an urgent situation with a student, call the Counseling Center at 319-273-2676 and a counseling staff member will consult regarding what to do. In many cases, the staff member will recommend the OIE staff member/instructor that send or bring the student to the Counseling Center to meet with an on-duty crisis counselor. After regular office hours, call UNI Police at 273-2712 who will contact an on-call counseling center staff member to consult.

After Hours Crisis and Emergency

In case of immediate danger, call 911 or go to the nearest hospital emergency room. The dispatcher will connect you to the appropriate party. For urgent situations outside of office hours, call the Counseling Center at 319-273-2676 and press 2 to speak to a crisis counselor. Statewide Crisis Line 1-800-332-4224; 988 Suicide & Crisis Line: Call OR Text 988.

Recognizing People in Distress.

Some common indicators that students (and others) are experiencing distress include:

Depression: Symptoms include sleep disturbances, poor concentration, change in appetite, loss of interest in pleasurable activities, withdrawal, poor hygiene, loss of self-esteem, suicidal thoughts, and preoccupation with death.

Agitation: Symptoms include being disruptive, restless or hyperactive, being antagonistic, and may include an increase in alcohol and/or drug abuse.

Disorientation: Symptoms may include odd or unusual thinking and behavior, lack of awareness of what is going on around them, misperception of facts or reality, rambling or disconnected speech, and behavior that seems out of context or bizarre.

Drug and Alcohol Abuse: Signs of abuse may include intoxication at inappropriate times, excessive absences, or impaired performance.

Suicidal thoughts: Most people who attempt suicide communicate their distress through statements like "I don't want to be here," "No one would miss me if I were gone," or "I'm going to kill myself." Non-verbal messages could include giving away valued items, and putting legal, financial and other affairs in order. Indications of suicide should be taken seriously.

Violence and Aggression: This includes physically violent behavior, verbal threats, threatening messages, harassing or stalking behavior, and papers or exams that contain violent or threatening material.

CIEP STUDENT ADVISING

Some students may have questions about their academic studies, finances, immigration status, or general program policies. If a student has questions or complaints regarding immigration, academics, finances, or general program policies they should be referred to the OIE Office to fill out the Complaints and Concerns Form. After they turn in the form, the CIEP Office Assistants will determine if the student needs to meet with a member of the administrative staff, such as the Curriculum & Assessment Coordinator, the Immigration & Advising Coordinator, the Director, or the Student Services Coordinator.

Advising Roles

The Office of International Engagement Director helps with general program policies and formal grievances. The Curriculum & Assessment Coordinator advises students on academic related matters and policies. The Director advises students on financial matters. The Immigration & Advising Coordinator helps with immigration advising. The Student Services Coordinator advises and counsels students with well-being issues as described in the Student Counseling section.



Staff

PROFESSIONAL & SCIENTIFIC INFORMATION

Many OIE Employees are classified as Professional and Scientific employees (P&S). P&S position assignments are designed to aid in the attainment of goals and objectives established in accordance with the mission of the institution. P&S assist in the formulation and administration of institutional policies and aid in the

execution of academic, student, and administrative services as required by University operations.

OIE Staff and Instructors can view the Human Resource Services P&S guide at <https://hrs.uni.edu/ps> for the most current P&S policies and procedures. P&S assignments in the CIEP can be further classified into temporary appointments and term appointments.

To contact individuals in UNI Human resources, there is a list of staff and how they can help you with specific concerns <https://hrs.uni.edu/aboutus/staff-duties>

TEMPORARY

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

TERM

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

TIMECARDS, PAYROLL AND PAYMENT PROCEDURES

MyUniverse: All matters regarding pay, benefits and taxes can be addressed through the secure, self-service MyUNiverse online portal. Transactions involving timecards, address changes, downloading forms, health benefits and more can be completed as well. Instructions for the many types of transactions are available at <https://obo.uni.edu/payroll/payslip>

Timecards. All P&S employees are required to fill out and submit a monthly timecard through the UNI E-Business Suite UNI Time Management System. Employees learn how to fill out timecards during orientation. More information about how to fill out timecards can be found at <https://obo.uni.edu/payroll/payslip>. Prompt submissions of timecards ensure paychecks are deposited on time. Payday is the last University working day of the calendar month. If submissions of timecards are late, the payroll office sends reminders to complete the time card.

Taxes and Social Security. All university regulations and policies regarding Social Security and taxes are available at <https://obo.uni.edu/payroll/payslip>. Initiating changes or updates to tax forms, withholdings, time cards and other issues related to pay and salary are completed through the MyUniverse portal.

Paycheck. In general, the method of payment is direct deposit, which allows the employee's net pay to be deposited into a bank account on payday. The form to make changes to direct deposit bank accounts can be found at <https://obo.uni.edu/payroll/direct-deposit>. Forms must be received in Payroll ten (10) days prior to the next payroll date to ensure the change will be effective for that payroll.

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

W2 Delivery Options. As a cost-saving measure and to provide a more timely and convenient delivery method, UNI offers employees the opportunity to select electronic delivery method for receiving their W2 or to receive their W2 forms by US mail. Employees need to complete W2 Delivery Preference in UNI Employee Self Service or UNI Student Employee Self Service. For current policies and procedures go to <https://obo.uni.edu/changing-w-2-delivery-preference>.

BENEFITS

For current benefits information, go to <https://hrs.uni.edu/mybenefits>. The most current information on benefits is on the website.

Health Insurance. Employees who work at least half-time with an appointment length of nine (9) months or more are eligible for health insurance through the University. Coverage is effective on the first day of the month following 30 days of employment, providing staff enroll within 30 days of date of employment. Coverage is available for the employee, the employee's spouse (common law spouse or domestic partner), children to age 26, unmarried full-time students, and qualified children over age 26 who are totally and permanently disabled, provided the disability existed prior to age 26.

The University offers eligible employees two self-insured plans to cover health expenses: UNI PPO (Alliance Select) and UNI Blue Advantage (HMO). For more information regarding health benefits, go to Human Resources Services website at <https://hrs.uni.edu/mybenefits>.

Dental Insurance. The University offers eligible State of Iowa employees an optional dental insurance plan. Employees who work at least half-time or more with an appointment length of nine months or more are eligible for dental insurance through the University. Coverage is effective on the first day of the month following 30 days of employment, providing the employee enrolls within 30 days of their start date of employment.

Vision Insurance. The university offers benefit eligible employees three options for covering vision expenses. Employees who work at least half-time or more or have an appointment for nine months or greater are eligible for voluntary vision insurance through the university.

For more information about health, dental and vision benefits, visit <https://hrs.uni.edu/mybenefits>.

INSTRUCTIONAL STAFF

The CIEP full-time instructional staff is comprised of the following: Curriculum & Assessment Coordinator, Academic Support Specialists, and Academic Support Assistants.

Curriculum & Assessment Coordinator

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

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

Academic Support Specialist

Primary function: Designs and delivers curriculum and evaluates the progress of students with regard to non-credit English language courses of the Culture & Intensive English Program, advises international and non-native English speaking students on literacy and academic skills; provides training opportunities to UNI faculty, staff and students on learning intercultural communication skills and multi-cultural and multi-language teaching and pedagogy resources to support non-native speakers in the classroom and on campus; leads and contributes to ongoing curriculum development efforts; advises other departmental staff and student employees with regards to exam administration; professional development, an student field experiences; and assists with immersion programs.

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

Academic Support Assistant

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

Position requirements: Master's degree in TESOL, Linguistics, or related field. The ability to understand and work within the framework and requirements of an 8-week intensive English program will be necessary. Experience teaching, working with second language learners, and international work experience preferred.

Program Assistant

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

Position requirements: M.A. in TESOL or enrolled in M.A./TESOL program. At least 1 year of teaching experience preferred.

Lab Instructor

The lab instructor is a qualified student employee, instructor, or Graduate Teaching Assistant who monitors the lab course as a part of their overall duties within CIEP and OIE.

Primary function: The lab instructor monitors the computer lab class for up to five hours per week. The instructor creates a student-centered environment where students are free to ask questions and receive no consequence for errors or failures. The lab instructor guides student activities in the lab class, takes attendance, proctors assessments for classroom instructors, and communicates with classroom teachers and reports on class activities. The lab instructor also facilitates RSVP classroom visits and cultural activities that take place in the lab, answers student questions, and assists with computer skills and lab tasks.

Position requirements: The lab instructor may be another experienced full- or part-time instructor, graduate teaching assistant in a MA TESOL or related program, or a current student employee with experience and training in second language training, or others who have extensive experience and education in working with second language learners.

ADMINISTRATIVE POSITIONS

The OIE/CIEP full-time staff is comprised of the following positions: Director, Immigration & Advising Coordinator, Curriculum & Assessment Coordinator, Student Services Coordinator, and Secretary.

Director

Primary functions: Oversees the operations of the Office of International Engagement including staff, budgets, policies, and programs; hires, trains, and supervises full-time staff and students; develops and implements guidelines and procedures to ensure compliance with Board of Regents, University, and federal policies; oversees staff who implement the Culture and Intensive English Program (CIEP); sets goals and develops standards and policies for CIEP program; oversees delivery of orientation and arrival services, retention and student success initiatives, including advising services to international students and scholars; develops robust peer mentoring programs to facilitate the successful transition of all international students and scholars into the UNI community and promote cultural understanding among domestic students, faculty, and staff; collaborates with Enrollment Management colleagues to develop and sustain partnerships and communication with external parties; serves as lead contact for the international interests of academic departments; oversees immigration services to international students and scholars; oversees marketing strategies that promote International Engagement and CIEP including websites and social media.

Position requirements: Master's degree in TESOL, linguistics, communication studies, business administration or related field; at least five years of experience in international-related student services in a U.S. based institution of higher learning; U.S. citizenship or permanent residency; administrative experience in an educational setting; strong organizational, planning and leadership skills, and cross-cultural competence; successful experience building partnerships with local and global educational and non-profit organizations; and native or native-like fluency in both written and oral English required. Administrative experience in an intensive English program and experience living and working overseas preferred. Occasional work outside of normal work hours and occasional travel required.

Immigration & Advising Coordinator

Primary functions: Provides professional advising services and serves as an advocate for UNI international students and scholars; serves as the University's immigration officer; serves as the PDSO for F-1 students and as Responsible Officer for the University's J-1 Exchange Visitor Program; serves as a liaison to U.S. Department of State, U.S. Department of Homeland Security, U.S. Customs and Border Protection and the Student and Exchange Visitor Program that administers the Student Exchange Visitor Information System (SEVIS); collaborates with campus and community partners to accomplish special duties related to new student orientation, programming, and special events as needed; maintains international students and scholar data and completes required and requested reports; collaborates with different offices to welcome and host international students and scholars to camps; and provides other assistance as requested.

Position requirements: Bachelor's degree; at least one year of experience with immigration and international student advising; strong interpersonal, organizational, problem solving and collaboration skills required. Experience working with international programs in higher education, and F-1 and J-1 experience as a PDSO and Alternate Responsible Officer preferred. Periodic criminal background checks necessary in compliance with 22 C. F. R. section 62.7(c) (5) for purposes of redesignation as an Exchange Visitor Program sponsor.

Student Services Coordinator

Primary functions: Develops, organizes, and implements plans or cross-cultural activities for UNI students and community that reflect the mission of the OIE; promotes intercultural awareness within the University and the local community by overseeing and recruiting volunteers for the Senior Retired Volunteering, Conversation Partners and International

Friendship Programs; responsible for the organization and promotion of the International Education Week activities and events on campus; accountable for the organization, and implementation of new student orientation for the OIE and CIEP offices; responsible for developing the pre-arrival information and orientation portal in collaboration with the Office of International Admissions; hires, trains and supervises student staff to assist with the implementation of cross-cultural opportunities for the campus and community; leads the Global Panther Success group of students; advises international students on topics related to cultural adjustment, living situations, and issues related to personal well-being; collaborates with CIEP instructional staff to promote and present academic and cross-cultural workshops throughout the academic year; conducts language labs; and substitutes for non-credit ESL courses as needed.

Position requirements: Bachelor's degree in TESOL, International Academic Affairs, Communications, Public Relations; at least two years of experience working with international students or teaching second language learners; experience in student advising and programming; and at least one year of experience in event planning or program/activity development required. Master's degree in related field preferred. Student experience will be considered.

PERFORMANCE APPRAISALS AND EVALUATIONS

All P&S staff are required by the University to

complete the University Performance Appraisal program. The program is designed to evaluate the accomplishments of individual instructors and staff members in terms of the mutually agreed upon performance objectives.

Performance appraisals are to be conducted annually (typically in the Spring); however, a more frequent assessment of performance may be arranged as required with a position reclassification, reassignment, promotion, or demotion.

According to Human Resource Services website, "the self-appraisal consists of commenting on the level of your goal attainment as well as rating yourself on the same performance factors that your supervisor will rate you on in the Supervisor Appraisal step. In order to best facilitate your performance appraisal discussion, your supervisor may require the self-appraisal be completed".

Even if the employee is not required to complete the self-appraisal step, it is preferred for the employee to login to Talent@UNI and move the Employee Self-Appraisal on to the next step, which is the Supervisor Appraisal. The supervisor cannot start the Supervisor Appraisal until the appraisal is moved to the next step.

Once the employee has completed the Self-Appraisal, the supervisor will complete the Supervisor Appraisal and schedule a meeting with the employee to review that appraisal. Performance appraisal meetings are an opportunity to discuss achievements and areas of improvement while establishing a clear understanding of job duties, responsibilities, and priorities.

Preparing for the performance appraisal will help the employee to focus on their performance in a more objective way. This will enhance the effectiveness of the appraisal, the appraisal discussion, and to facilitate ongoing feedback between you and your supervisor. HRS has compiled resources to assist you in this process.

To access the Talent@UNI system, the employee should utilize their CatID credentials to begin and then follow the steps on each page, responding to the items and providing comments where desired.

Employees are encouraged to refer to the Talent@UNI user guide or contact HRS by emailing hrs-performance@uni.edu if they have questions.

Instructors are also evaluated on their teaching. The CIEP utilizes a four part-protocol for evaluation of instructional staff:

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

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

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

Aspects of all four parts provide information for the P&S performance appraisal meeting. A more complete description of each part follows:

Observation. The Curriculum & Assessment Coordinator observes the classroom performance of each full-time term employee on the instructional staff; more specifically, the coordinator notes and observes the Academic Support Specialists. The person conducting the observation emails the teacher prior to the observation to inform the instructor when the observation will occur. The [Background Information for Observation \(B-13\)](#) is used to gather information about the class. [CIEP Teacher Observation Form \(See Appendix B-15\)](#) is used by the coordinator and helps provide information for the Post Observation Follow-Up Plan. Later, the coordinator meets with the instructor to discuss the observation and complete the Post Observation Follow-Up Plan to identify aspects of the lesson done well and aspects that need improvement.

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

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

Peer Observations. All instructors are required to observe one colleague once during the academic year (peer observations are not conducted during the summer session). In these observations, the colleague completes the [CIEP Teacher Observation Form \(See Appendix B-15\)](#), but this form is not shared with the peer's supervisor (OIE Director or Curriculum & Assessment Coordinator). The form can be given back to the staff member or kept by the peer. However, the [Post Observation Follow-Up Plan \(See Appendix B-16\)](#) is completed by the observing staff member, given to the classroom teacher, and a copy is provided to the director and kept in the CIEP personnel files.

Instructor/Class Evaluations. Each session, students complete mandatory evaluations for each class they

attend. The [Instructor/Class Evaluation \(See Appendix B-17\)](#) asks students to rate themselves, their teacher, and their class.

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

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

This feedback is used in the following ways: to help decide if class materials require consideration; to decide if the quality of instruction meets the goals and standards of the CIEP as set forth in the Curriculum section of this handbook. The students use the Instructor/Class Evaluation Form which is divided into three areas: (1) self - evaluation, (2) instructor evaluation, and (3) class and materials evaluation. The procedure for administering the evaluation is:

- At the arranged time, a CIEP office assistant will come to the classroom during scheduled class time. The worker will provide students with the online link to the Instructor/Class Evaluation Form and have students complete it on their own.
- The instructor must leave the room before students can begin completing the evaluation form.
- Once submitted, the evaluation forms are kept secure until after student grades have been submitted.
- Later, the forms are reviewed by the OIE Director only. Copies with typed student comments are made and supplied to the

teacher. Copies are kept in online files.

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

Teacher Feedback Form. Instructors are required to complete the [Teacher Feedback Form \(See Appendix B-20\)](#) at the end of Spring 2 and Fall 2 semesters. The Teacher Feedback Form allows instructors to comment on various aspects of their classes and the program, such as feedback on the curriculum, standard exams, Student Learning Outcomes, and the general work environment. This form is submitted and reviewed by the OIE Director and Curriculum & Assessment Coordinator.

SERVICE DAYS

Staff in the CIEP are generally on 9-month, 11-month, and 12-month appointments. The number of service days for an instructional staff member is dependent on their position type and length. For more information and to view the service days for CIEP staff, visit CIEP Staff Resources at <https://ciep.uni.edu/ciep-staff-resources> and download the Academic/Service calendar.

VACATION REQUESTS, SICK LEAVE, AND TIME OFF

Instructors and staff members begin earning vacation on their first day in pay status. Vacation accrues for all hours in pay status. Vacation usage is not permitted in excess

of the staff member's current vacation balance.

Instructors and staff members who are regularly employed for 20 or more hours but less than 40 hours per week on a continuing basis will accrue vacation and personal holidays on a pro rata basis. Questions should be referred to Payroll at (319) 273-6425. Instructors and staff members receive 11 holidays per year. Two of these are "personal holidays" and are included in the vacation accrual.

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

Sick leave accrues during a period of absence for which a staff member is paid sick leave. Sick leave does not accrue during vacation payout or during any period of absence without pay.

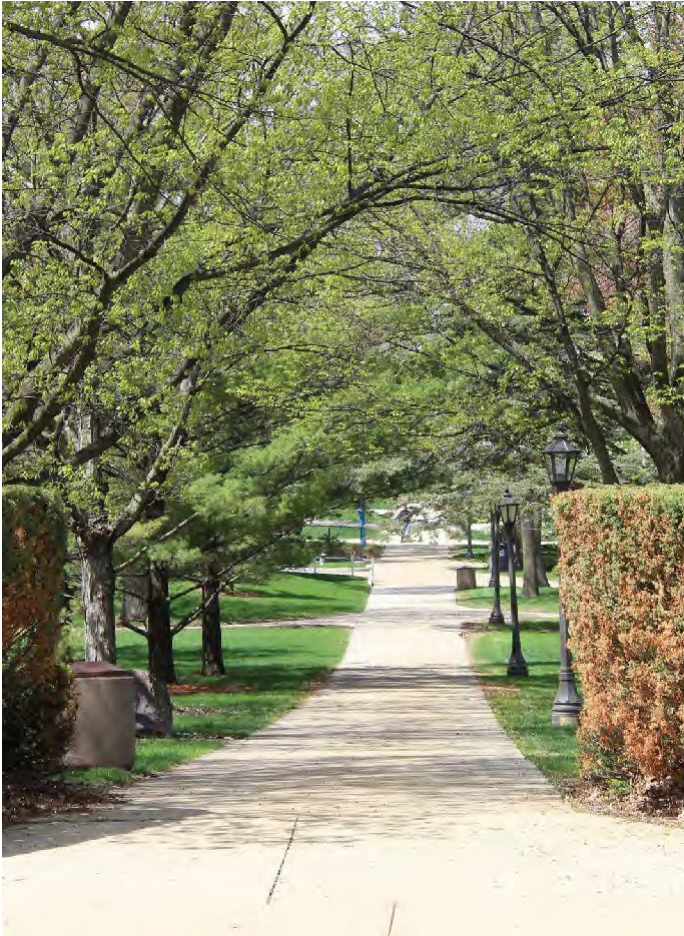
Accrual of sick leave is unlimited. If a holiday falls during a period of sick leave usage, it is paid as a holiday and is not charged to the sick leave accumulation. If an employee is hospitalized while on vacation, the employee may use sick leave for days actually spent in a hospital. No other conversion of vacation to sick leave is authorized.

P&S staff members with 9, 11 and 12-month term appointments are required to complete a [Vacation Request/Sick Leave Report \(See Appendix B-21\)](#) prior to taking time off for vacation or illness. Staff with temporary appointments, term appointments under 12 months, and with adjunct status do not accrue vacation time and are not required by the University to complete a report. However, the CIEP does require all staff members to submit a [Vacation Request/Sick Leave Report](#) for CEA

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

While there is no maximum limit on the amount of unused sick leave that may be accumulated, P&S staff members may elect, once thirty (30) days (240 hours) have accumulated, to have with conversion, one-half day (4 hours) added to their accrued vacation leave account in lieu of adding one- and one-half day (12 hours) to their accrued sick leave. The sick leave conversion form can be found at <https://hrs.uni.edu/mybenefits/absence#5>.

All leave time chargeable to sick leave benefit causes the otherwise qualified P&S staff member to be ineligible to have the conversion option for the month in which such claim occurs. Instead, the employee will receive their sick leave accrual for that month outlined in the Family and Medical Leave Act if the staff member knows in advance they will miss three (3) or more working days.



is important for a staff member to meet with the Director to discuss their particular situation and be aware of the options available to them. It may be necessary for a staff member to visit with Human Resource Services to discuss their options.

Instructors. Ideally instructors will be able to schedule advanced absences (such as a doctor's appointment) around their teaching schedule. However, even if an instructor will not be absent during their class time, they are required to fill out the Vacation Request/Sick Leave Report to stay in compliance with the Payroll Office requirements. The P&S staff member's time card must reflect the leave (unless they are a graduate assistant who does not make a time card). For more information on vacation requests and leave, visit <https://hrs.uni.edu/mybenefits/absence#7> or refer to the University P&S Staff Guide.

All instructional staff who will be absent during regular hours and service days or who require extended time off for illness or emergency leave must complete a report and make arrangements for class coverage with the Director. The Director handles such request on a case by case basis. It

Whatever the arrangement, the staff member's time card must reflect the leave (unless they are a graduate assistant who does not make a time card). For more information on vacation requests and leave, visit <https://hrs.uni.edu/mybenefits/absence#7> or refer to the University P&S Staff Guide.

If you are suddenly sick, you must notify the OIE Office, who will notify the Director and Curriculum & Assessment Coordinator. The OIE Office can always be reached by phone (319-273-2182) and email (ciep-assistant@uni.edu). Instructors should not find a substitute teacher for their own class. The Director and Curriculum & Assessment Coordinator will determine how to cover the class. In most cases a substitute instructor will be found.

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

It is important for the office staff to also meet with their supervisor to discuss their particular situation and be aware of the options available to them. It may also be necessary for a staff member to visit with Human Resource Services to discuss their options as outlined in the Family and Medical Leave Act if the staff member knows in advance they will miss three (3) or more working days. Whatever the arrangement, the staff member's time card must reflect the leave.

For more information on vacation requests and leave, visit <https://hrs.uni.edu/mybenefits/absence#7> or refer to the University P&S Staff Guide.

LEAVING CIEP

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

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

P&S STAFF GRIEVANCES

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

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

For official university P&S policies regarding complaints and grievances, consult the P&S manual in section 11.0, Complaints and Grievances at https://hrs.uni.edu/sites/default/files/documents/ps_guide.pdf

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



MERIT STAFF INFORMATION

The Merit System includes both contract and non-contract employees.

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

Merit contract employees are represented by the American Federation of State County and Municipal

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

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

for contract employees and by University policy for non-contract employees.

OIE Secretary

Primary functions: Under general supervision of the Director, serves as secretary to the Offices of Student Success and Retention and International Engagement, including CIEP; develops, maintains, and consults on specified departmental and grant budgets; communicates frequently with a range of academic and service units across the University, particularly the Office of Business Operations and Research & Sponsored Programs; manages preparations and process for arriving international scholars; maintains departmental files; performs financial and clerical duties such as bill payments, SEAFs, and PAFs; and performs other related duties as assigned.

Position requirements: Any combination of related clerical office experience, related undergraduate education and/or post high school clerical training that is the equivalent to four years of full-time employment and includes the use of word processing on special projects; serves as receptionist by taking messages, distributing mail, answering questions from students, etc.; collects monies from current students for testing fees; processes travel reimbursements and orders office supplies.

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

Timecards, Payroll and Payment Procedures. Merit employees are paid either on an hourly basis or as hourly paid salary. (Please review the copy of your Personnel Action Form to determine your pay status). For employees paid on an hourly basis, the pay-through date will begin at the middle of the month and end at the middle of the following month. Payroll periods and paydays can be found at <https://obo.uni.edu/payroll/dates>. An hourly paid salary employee is paid their regular pay in equal monthly paychecks with no lag in pay. The monthly Merit salary will be 1/12th the annual salary. Payday is the last University working day of the calendar month.

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

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

W2 Delivery Options. As a cost saving measure and to provide a more timely and convenient delivery method, UNI offers employees the opportunity to select electronic delivery as the only method for receiving their W2 Form. To choose this option, employees must give permission electronically. W2 Forms will be available through UNI Employee Self Service in mid-January. If staff choose to continue to receive a printed copy, it will be mailed to the address on file and will arrive by January 31. For additional information and instructions for giving permission for electronic delivery visit <https://obo.uni.edu/changing-w-2-delivery-preference>

Timecards. For information on completing or approving timecards visit <https://ebusiness.uni.edu/uni-timecard-payroll>.

BENEFITS

Health Insurance. Employees who work at least half-time with an appointment length of nine (9) months or more are eligible for health insurance through the University. Coverage is effective on the first day of the month following 30 days of employment, providing you enroll within 30 days of your date of employment. Coverage is available for the employee, the employee's spouse (common law spouse or domestic partner), children to age 26, unmarried full-time students, and qualified children over age 26 who are totally and permanently disabled, provided the disability existed prior to age 26.

Eligible State of Iowa employees are offered four (4) options for health insurance through Wellmark Blue Cross Blue Shield: Program 3 Plus, Iowa Select PPO, Blue Access, and Blue Advantage.

Dental Insurance. The University offers eligible State of Iowa employees an optional dental insurance plan. Employees who work at least half-time or more with an appointment length of nine (9) months or more are eligible for dental insurance through the University. Coverage is effective on the first day of the month following 30 days of employment, providing the employee enrolls within 30 days of their start date of employment.

Coverage is available for the employee, the employee's spouse (common law spouse or domestic partner), unmarried dependent children to age 26, unmarried full-time students, and qualified children over age 26 who are totally and permanently disabled, provided the disability existed prior to age 26. Changes to a plan can only be made as the result of a qualifying life event such as marriage, birth, or adoption.

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

Performance Appraisal A productive performance meeting serves as a collaborative planning session during which both the supervisor and employee can take an in-depth look at past and current performances and can together set new goals and objectives for the coming year.

The meeting helps the supervisor and employee establish a clearer understanding of the employee's job duties, responsibilities, and priorities. It also provides an opportunity for the supervisor to coach the employee on how to become more proficient and productive. Performance goals help employees:

- Find out how they are doing.
- Know what is expected of them.
- Take responsibility for their performance.
- Learn performance strengths and weaknesses.
- See how their professional goals support organizational goals.
- Direct efforts where they can do the most for their own careers and for group and organizational success.
- Feel they are taken seriously as individuals and the supervisor is truly concerned about their needs and goals.

Scheduled performance appraisals for Merit employees include but are not limited to:

- [Two Week Discussion Guide \(Appendix B-23\)](#)
- [Three Month Evaluation \(Appendix B-24\)](#)
- [Six Month Evaluation \(Appendix B-25\)](#)
 - [Annual Performance Evaluation \(Appendix B-26\)](#)

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

MERIT GRIEVANCES

Merit staff grievance procedures can be found at <https://policies.uni.edu/chapter-12-grievance-procedures>

STUDENT EMPLOYEES

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

GTAs and GRAs

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

Graduate Teaching Assistant

Primary Functions: 5 instructional hours per week, 5 preparatory hours per week, minimum one office

hour per week to assist students on individual basis, prepare activities for classes, grade assignments (homework, compositions, and quizzes), and otherwise evaluate students' progress, calculate final grades for the course, participate in systematic training, other professional development, and performance evaluation activities/meetings facilitated by the Curriculum & Assessment Coordinator and OIE Director.

Graduate Research Assistant

Primary functions: 10-15 hours of research per week, assist the Curriculum & Assessment Coordinator in gathering and compiling data, assist in special projects related to curriculum improvement and development, participate in systematic training, other professional development, and performance evaluation activities/meetings facilitated by the Curriculum & Assessment Coordinator and OIE Director.

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

The CIEP has student workers who work in the OIE Office. These positions could include an Administrative Assistant, an Office Assistant, an Assessment Assistant, a Graphic Design and Electronic Media Assistant, Activities Assistants, and Housekeeper. They are paid on an hourly basis and complete a weekly timecard. Student employees are held to the same professional standards as full-time CIEP staff and adhere to the [CIEP Student Employee Code of Conduct \(See Appendix B-34\)](#).

Performance Appraisals and Evaluation. Student workers in the CIEP participate in a performance appraisal and evaluation process. The student employee fills out a [Student Employee Self-Appraisal Performance Evaluation \(See Appendix B-35\)](#) and later meets with their supervisor. During this meeting, the employee and supervisor discuss the [Student Employee Performance Appraisal \(See Appendix B-33\)](#) filled out by the supervisor as well as the self-appraisal filled out by the student worker. This process takes place once a year and is generally completed in the spring, around the same time as the full-time staff appraisals. For more information about student employment at UNI, visit <https://careerservices.uni.edu/campus-jobs>.

LEAVING CIEP

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

EMPLOYEE POLICIES

Employees may use sick leave for:

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

ORIENTATION

CIEP Orientation. All new staff must attend a CIEP orientation conducted at the beginning of the academic year. The orientation is necessary to provide information to the staff about curriculum, policies, procedures, and other important information. Furthermore, it is an opportunity to norm the instructional staff regarding requirements and outcomes necessary to pass classes in CIEP, to update them



about any changes to the program made in the past year, and for the employee to complete all the items on the [New Employee Checklist \(See Appendix B-27\)](#). This orientation is for new members of the staff including Graduate Teaching Assistants, part-time, and full-time staff. Prior arrangements should be made if a new staff member can't attend a CIEP new staff orientation.

UNI Orientation. Two separate half (1/2) day orientation sessions are scheduled monthly to assist and welcome non-temporary Merit and P&S staff to the University. The first orientation session provides the opportunity for staff to learn about the university, its history and mission, and UNIs policies and procedures. The second

half day orientation session provides information regarding the employee benefits. Both sessions are important for acclimating a new employee to UNI. Personal invitations are sent to new employees communicating orientation time and location. To assist with acclimating new hires to their work environment, a [Supervisor Checklist \(See Appendix B-28\)](#) and an employee checklist are available.

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

DRESS CODE

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

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

- Clothing that reveals the stomach, back, legs or chest such as halter dresses, beach dresses, tank tops, muscle shirts, spaghetti strapped dresses (unless covered with a jacket), mini-skirts, skirts split above the knee revealing thighs and tight skirts that ride halfway up the thigh
- Clothing that is torn, dirty, or frayed
- Clothing that has words, terms, or pictures that

- may be derogatory to others
- Athletic tops/pants worn in a fitness club

- Shorts (men and women)
- Flip flops, slippers, or other beach or bedroom footwear
- Copious amounts of cologne or perfume that cause problems for others with allergic conditions
- Work clothes normally worn for manual labor like bib overalls, flannel shirts, and jeans
- Form fitting clothing worn as outerwear such as spandex, leggings, bike shorts
- Hats of any kind except those worn for religious purposes or to honor a cultural tradition

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

CIEP, both financially and staffing-wise, to cover its course offerings. The director makes final decisions about release time.

MEETINGS

Staff meetings are held each session to discuss student placement in CIEP, but also to disseminate information which should be discussed and/or cannot be adequately covered in memos. The time and place for such meetings are announced in advance. All instructors and staff members are expected to be present.

Graduate Teaching Assistants and part-time staff are required to attend so long as it does not conflict with academic classes. Part-time hourly staff are paid for their time. Student workers in the CIEP office are not required to attend. In addition, staff meetings may be divided into sub-groups and attended by administrative staff or instructional staff only. More information on Curriculum Meetings for instructional staff meetings can be found in the Curriculum Section.

RELEASE TIME

All term instructional staff members are eligible to apply for reduced teaching assignments so they have time to work on special projects benefiting the CIEP and its students. The Director can also ask and appoint staff members release time for specific projects. In addition, eligibility for release time will depend on enrollment and ability of the



Once the Director honors a request, the release time is usually given in 8-week increments. After the increment, release time is over or considered for an extension. The instructor is also required to create and submit reports throughout the 8-week increment to update the Director on the progress of the project.

General categories of appropriate may include

Curricular change

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

Materials development

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

Program development

- Development of materials for workshops or special programs

Professional development

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

RESEARCH CONDUCTED IN THE CIEP

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

Any and all research conducted in the CIEP must follow the guidelines set forth by UNI's Institutional Review Board (IRB) and Human Participants Review Committee. Thus, it is imperative that researchers contact the IRB, submit the necessary forms, and obtain permission to conduct their research. Discussion with full staff through memo or at a staff meeting is carried out, depending on the nature of the request, as follows: Any proposal which has implications for the whole program is discussed with the full staff. Any proposal which would result in a curricular change is discussed with the full staff. Any proposal involving classroom participation is discussed with persons involved. Even if the director and other staff have decided the research project is acceptable or even valuable, individual instructors and staff members have the right to decline to participate if they feel the research is not in the best interest of their class.

UNIVERSITY HOLIDAYS

Employees with non-temporary appointments and at least a half-time schedule are eligible for holiday pay. Holidays for employees with part-time schedules are pro-rated from the full-time equivalent as it relates to the employee's weekly schedule.

Employees with less than a 12-month appointment are eligible for holidays falling during periods when work is normally scheduled. Instructors and staff members with a temporary, on-call, or seasonal appointment are not entitled to holiday pay. Holidays are to be recorded on the staff member's weekly or monthly timecard. UNI employees receive eleven (11) holidays per year. Two of these are "personal holidays" and are included in the vacation accrual.

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

EMERGENCY PREPAREDNESS AND RESPONSE

In the event of a campus-wide emergency, a UNI Emergency Response Alert is broadcast through voice, text, or message to all phone numbers and email addresses registered with UNI Emergency Network System. The alert will also provide brief instructions for persons on or off campus. Consult public safety for the most up to date emergency procedures at <https://publicsafety.uni.edu/>

An Emergency Procedures reference guide is at https://safety.uni.edu/sites/default/files/emergency_tip_sheet_0421_template_1.pdf. It gives direction in case of severe weather, active shooters, fire and medical emergencies. The 2001 [Emergency Procedures Reference Guide \(See Appendix B-29\)](#) offers greater details about emergency procedures to follow. In any emergency situation, call 911. The dispatcher will then connect you to the most appropriate resource. The University Police are available 24 hours at 319-273-2712.

When requesting assistance, provide the following:

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

Reporting Student Concerns

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

Types of behavior that may require intervention include:

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

If danger is immediate and the staff member believes there is an urgent situation with a student or students, the staff member should call the Counseling Center at 273-2676. The Center will consult with the staff member about what to do. If it is after hours, call UNI Public Safety at 273-2712 and they will contact the counseling center on-call member to consult with the teacher. Public safety information is found at <https://publicsafety.uni.edu/>

WEATHER RELATED EMERGENCIES

SCHOOL CLOSING

Whenever possible, the university will stay open during inclement weather. All university students and employees, however, should show good judgment to avoid the risks of travel to and from campus. When classes are canceled or university offices closed, that information will be posted on the UNI home page. Additional information is available on the UNI weather cancellations policy web page.

<https://policies.uni.edu/407>

For information about weather related reduced operations or the closure of the University, employees should refer to the UNI home page or check their provided method of receiving UNI Alerts. Specific information on CIEP class cancellations can be found in the CIEP Program Policies section. In cases of severe weather, the UNI home page announces early or late closings or suspension of operations for all non-essential personnel at the University. Staff members typically code the time missed as vacation (or off duty for temporary P&S employees) unless other arrangements are agreed to by the employee and supervisor.

MANDATORY REPORTING

All University employees are considered mandatory reporters. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or a Title IX Deputy Coordinator. The University of Northern Iowa will make every effort to safeguard the identities of individuals who seek help and/or report discrimination, harassment, and/or retaliation. For more information on mandatory reporting, visit <http://uni.edu/policies/1302#reportingresponsibilities> or the Office of Compliance and Equity Management at <https://equity.uni.edu/how-help/reporting-options>.

CONFIDENTIALITY

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

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

By having access to this confidential information, instructors and staff members must be responsible for maintaining the security and confidentiality of all information displayed and/or stored electronically or in paper form in the office in which they work, including the safeguarding of system passwords and identifications. As long as proper and appropriate procedures are followed, a staff member will

generally not be responsible for breach of security or confidentiality that occurs through no fault or negligence of the staff member.

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

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

DISCRIMINATION: Harassment, and Sexual Misconduct

For current university policies in this area, go to, <https://policies.uni.edu/sites/default/files/13.02.pdf>

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

This policy covers discrimination in employment and in access to educational opportunities. Discrimination is defined as adverse treatment of an individual based on that individual's membership in

one or more of the protected groups listed above. Therefore, any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, housing and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on discrimination.

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

HARASSMENT

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

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

Merely offensive conduct and/or harassment of a generic nature not on the basis of membership in a protected class may not result in a violation of this

policy but may be addressed through education and/or other resolution methods.

Sexual Harassment and Consensual

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

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

DRUGS AND ALCOHOL

It is the policy of the University of Northern Iowa and the Board of Regents to provide a drug-free workplace and learning environment. Alcohol and drug abuse pose a threat to the health and safety

of University faculty, staff, students, and visitors.

In compliance with the Drug-Free Workplace Act of 1988, the University of Northern Iowa is committed to the elimination of drug and alcohol abuse in the workplace. In compliance with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, alcohol and drug prevention programs include policy enforcement, education programs, and treatment services. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by employees and students on property owned or leased by the University of Northern Iowa or in conjunction with a University sponsored activity is prohibited. See also UNI policy 13.18 Alcohol and Drugs. In accordance with the Drug-Free Workplace Act of 1988, employees must report any conviction under a criminal drug statute for a violation occurring while conducting official business on or off University premises within 5 days of the conviction to the department head. The department head may consult with the director of Human Resources. Please refer to the full policy on the UNI website at:

<https://policies.uni.edu/1318>

development will be sponsored by the OIE. Therefore, instructors and staff members are encouraged to bring opportunities and requests for professional development support to the Director. The amount of money budgeted for professional development

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Participation in conferences and in-service trainings are an important part of professional development. All OIE staff, including student workers, are encouraged to pursue instruction and training that complements and enhances their work in the CIEP.

Examples

of this would be attending workshops, academic classes, conferences, and seminars on or off the UNI campus. If a professional development opportunity requires an employee to miss their scheduled work hours, they must submit a formal request to the Director for approval. This helps the the Director keep track of each staff member's professional development activity and participation.

On occasion, opportunities for professional

opportunities do vary from budget cycle to budget cycle. However, full-time staff are given priority for funds to cover costs associated with registration, travel, and accommodation to conferences.

CONFERENCES

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

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

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

When at the conference, be sure to keep any copies of the itinerary, hand-outs, and take notes when applicable. Once the employee returns from the conference, they will need to turn in any

receipts and a copy of the conference itinerary with the sessions that you attended marked. They will turn all of these in to the OIE Secretary, who will then complete a travel reimbursement form. The staff member will have to sign the form and provide all necessary documents within 60 days in order to be reimbursed for all

expenses related to the conference attendance. In addition to completing a travel reimbursement, the staff member will be asked to share the knowledge they learned at the conference. This can be done by scheduling a debrief meeting or writing a report that can be shared with the rest of the staff.

UNI OPPORTUNITIES

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

Training and development opportunities are also available to CIEP staff from several campus sources. UNI Employee Well-being, <https://hrs.uni.edu/wellbeing>, Student Health and Well-Being <https://wellbeing.uni.edu>, Department of Public Safety <https://publicsafety.uni.edu/> , and Human Resource Services <https://hrs.uni.edu/> offer a variety of programs each year. UNI Recreation Services, provide programs which encourage UNI employees to develop healthy lifestyles. For more information go to <https://recreation.uni.edu/> .

ITS

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

Center for Excellence in Teaching and Learning

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

Quality Matters

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

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

mandatory trainings offered through these departments.

INSTITUTIONAL COMMUNICATION

The OIE encourages all staff and instructors to communicate with each other, other departments in the University, and other Cedar Valley businesses.

INTERNAL

The OIE also uses email and Google Calendar to schedule meetings and appointments as well as Smartsheets to communicate and keep records about students. It is important to note that email communications conducting university business are done only through UNI email accounts. Personal email accounts will not be used for communicating with students or other instructors and staff members.

All OIE instructors and staff members have a mailbox that, in addition to email, is used for departmental and UNI inter-departmental communication. OIE staff mailboxes are located in the staff work room (MAU 113B). It is important to regularly check your email and the mailbox as this is where necessary evaluations and surveys for classes, flyers about CIEP activities and staff gatherings, and other important documents are distributed.

The campus mail and US mail is received in the Event Services Office in Maucker Union. The student office employees check this mailbox almost daily and bring the received mail upstairs to the OIE office and distributed by office staff. To send mail, an employee can take it to the Event Services Office and place it into the OIE outgoing mail box, or give it to a student employee who will take it down there for you. For packages or bigger letters, a mail card is needed to send the mail.

Facilities, Equipment & Supplies

OIE OFFICE SPACE

A floor plan of the OIE offices can be found in [Appendix C-1](#). Staff should bear in mind that the CIEP is housed in a communal office. Therefore, please respect the right and wishes of colleagues when arranging furniture or office equipment, conferencing with students, listening to audio recordings or music, conducting personal phone calls and business, meeting in committees, etc. Please limit these activities to times and places that do not impact colleagues.

Staff are encouraged to use any and all office equipment and supplies available in the OIE offices; however, everything should be used for business purposes only. There is no charge to the staff for use of any of this equipment including: computers, copiers, fax machines, office supplies, desks, tables, chairs, shelves, and file cabinets.

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

supplies on hand for staff to use. There is no procedure for using office supplies; staff simply uses what they need to do their job. Any staff member can contact the OIE Secretary if they need to order some office supplies. For issues regarding the OIE offices and their facilities, please speak to the Director. This can include issues about furniture, space, computer needs, shelving, security, air conditioning, lighting, etc. For routine issues such as non-working office lights or restroom malfunctions, please speak to the Office Staff.

The OIE Office keeps basic office

OFFICE OF INTERNATIONAL ENGAGEMENT

The OIE is located in Maucker Union (MAU) 113. The Director's office is located in MAU 113E. The Immigration & Advising Coordinator's office is in MAU 113G. The regular office hours for the OIE are from 8:00 a.m. to 4:30 p.m. Monday through Friday. In the summer, university hours of operation, and the OIE, change to 7:30 a.m. to 4:00 p.m.

BREAKROOM

Located in MAU 113B is the breakroom, which houses all of the office and electronic supplies, and staff mailboxes, and a kitchenette. Only OIE staff are permitted access to this room. Due to FERPA regulations, those not employed by OIE are not to access the area.

STUDENT SERVICES & ACTIVITIES OFFICE

The Student Services Coordinator's Office is located in MAU 113J. The OIE activities staff are housed in MAU 113A.

LIBRARY AND GRADUATE ASSISTANT OFFICES

All CIEP textbooks and audio reference materials are housed in the library, which is located in MAU 114. This room also serves as office space for student employees, Graduate Assistants, and adjunct instructors.

INSTRUCTOR OFFICES

Instructor offices are located in MAU 113D, K, and L. Each staff member has their own desk area with a desktop. The OIE offices are accessible by physical keys and the MAU main door is accessible by key card. Instructional staff are able to access MAU 113 with their keys and key card at all times, including weekends.

Students must check in at the OIE front desk before meeting with their instructors.

LOUNGE

The lounge is an open area that is accessible to all instructors and staff members and students at all times. The OIE Coffee Hours often take place in this space.

COMPUTER LAB

The CIEP computer lab is located in Lang 113 and has 15 computers, a 70-inch LCD screen, and a connected laptop with full Internet connection. For distance education, there is an "OWL" webcam which is designed to follow the speaker as well as focus on those who are speaking in the room. A black and white printer is also connected to each computer in the lab. The lab is kept locked during the day. The key can be obtained through the OIE Office.

RESERVING ROOMS

A shared set of conference/meeting rooms are available through the Maucker Union website.

UNI faculty and staff can reserve a room in Maucker Union at <https://union.uni.edu/event-services/reservations>. The closest room to the OIE offices is the “Plaza Conference Room”, which is in the same corridor as OIE. The room seats approximately 18 and has a 70-inch LCD screen, attached laptop computer, Bluetooth keyboard and mouse, and user-friendly video conference equipment. Other rooms in MAU such as the College Eye Room, Elm Room, Oak Room and more are available through the reservation website.

OIE staff can reserve rooms across campus including Lang Hall at the reservations website. These reservations are for one time use and are not used for regular class instruction.

Small staff meetings are occasionally held in MAU 113H (Advising Room). This room also serve as a teacher- student meeting room and a room for academic coaching sessions.

OFFICE SUPPLIES AND EQUIPMENT

OIE office supplies are kept in MAU 113B. All instructors and staff members are welcome to use whatever supplies they need for professional purposes. There is a check out system in place for electronic equipment (such as recorders, laptops, hover cams, etc.) that is maintained by the OIE Secretary and Office Staff. If the supply of a particular item runs out or you need an item that is not in stock, you may fill out an office supply request form (Appendix).

TECHNOLOGY RESOURCES

The OIE has limited technological supplies available for check out, including hover cams (miniature ELMOs), iPads, mini document cameras, and laptops. In order to check out any of

the OIE technology resources, you must sign them out from the OIE Secretary. As budgetary restrictions allow, a laptop is made available for all full-time OIE instructors and staff members.

OIE staff have access to any copier, printer, and computer located in the office. Please see the OIE secretary for any necessary codes to operate the equipment. In case of break downs or malfunctions with a copier, please notify the OIE Secretary as the OIE maintains a service contract for the copiers and printers.

In case there are issues with a computer’s software or hardware, please call the Computer Consulting Center at 273-5555 for advice and directions. The center can issue a ticket for needed repairs and service calls if necessary. Also, please communicate serious issues to the Office Staff. You can also complete the Service Hub request and copy the OIE Director at this website: <https://it.uni.edu/services>.

Every full-time OIE staff member has access to UNI phone service via Zoom on their workstations. Zoom Phone allows Instructors and staff to receive and place calls, check voicemail, and send and receive text messages from anywhere they have an Internet connection all while maintaining privacy by placing these calls with their UNI issued phone number. Zoom Phone is accessible via a desktop application, mobile application, and even a traditional physical phone.. ITS handles training and technical support for Zoom Phone. Refer to <https://it.uni.edu/zoom-phone> for detailed information and training.

CIEP CLASSROOMS

CIEP classes are taught in classrooms on the University of Northern Iowa campus. A campus map can be viewed at <http://uni.edu/campusmap/>. The rooms are assigned to the CIEP each semester by the UNI Registrar’s Office. These rooms may or may

not be equipped with various instructional media devices such as document cameras and computers; most have projectors and black/white boards. Information about classroom equipment can be found at

<https://classrooms.uni.edu/updated-classroom-list>

. Any device or equipment located in an assigned classroom is available to instructors. However, those who need training should fill out a Service Hub request for classroom technology and eLearning support. If a classroom assignment is not, in the opinion of the teacher, appropriate for the needs of the class, the

staff member can request a change in rooms from the Director who will try to honor the request as much as possible. Instructors will should not change classrooms on their own or contact the University Registrar's Office or other departments for the purpose of finding a better classroom.

CLASSROOM INVENTORY

To assist in classroom assignments, the CIEP keeps a classroom inventory of all classrooms used by the CIEP. This list is maintained by the office staff, and details classroom size, the equipment available, and if the classroom is normally locked. The inventory of classrooms is sent out every time a new CIEP schedule/session begins. The form should also be sent to you at the end of every session.

ACCESS TO CLASSROOMS

Instructors and staff members who need keys for a secured classroom will have keys requested for them by the OIE Secretary. Alternatively, Access/Key request for individual instructors, staff, and students must be done on an Access/ Key Request Form and approved by a department head or appointed authorized contact. Facilities management has an online form at <https://fm.uni.edu/building-access-guidelines>. It is recommended that the instructor or staff member call to make sure the request was received and being routed to the appropriate authorities.

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

UNI COMPUTER LABS

In addition to the CIEP Computer lab located in Lang Hall 113, UNI has computer labs located around campus that can also function as instructional classrooms. A complete list of computer labs available for instruction on campus can be found by viewing UNI Instructional Computer Labs List ([Appendix C-2](#)).



UNI RESOURCES PUBLIC SAFETY

The UNI Department of Public Safety has two divisions, Police and Parking Services. There are always officers on duty 24-hours a day seven days a week. The officers are supplemented by Student Patrol, which is comprised of 15 students who assist in providing various non-law enforcement services to the campus community.

For more information on Public Safety resources, visit <https://publicsafety.uni.edu/>

PARKING ON CAMPUS

The use of UNI parking facilities, except metered areas, requires registration and a parking permit at all times. Applications for parking permits are made at the Department of Public Safety, 30 Gilchrist Hall, during posted business hours. Applications are also accepted online by registered students and current staff from April 1–August 15 for the yearly permit, or November 1–December 15 for those persons needing permits for second semester only.

The application can be accessed by going to www.uni.edu and clicking on MyUNiverse. There are various types of permits, restrictions, and cost associated with each. Staff

interested in purchasing a parking permit can view the UNI PublicSafety webpage at <https://publicsafety.uni.edu/parking-division-vehicle-permits> for more information about types of permits and procedures and regulations for their use.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) offers individual instruction and workshops for instructors and staff members who want to learn more or require training in instructional technologies available to all UNI employees. ITS can also assist instructors and staff members with any issues they may have with the computers or log-ins. For more information visit <https://it.uni.edu/> or call 3-555.

HUMAN RESOURCE SERVICES

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

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

Employee Assistance Program (EAP). The University of Northern Iowa recognizes that in the course of daily living, all employees face problems and difficulties. In some cases, these problems can become overwhelming and affect your relationships, health, performance at work, and self-respect. For this reason, UNI has contracted with Employee & Family Resources (EFR) to offer the EAP. EAP is a service that offers initial assessment/referral and short-term

counseling for employees and their immediate, tax dependent family members, and/or those family members covered on the employee's health insurance plan. EAP can address personal problems that may be affecting relationships, health, and work performance. Up to six sessions per problem can be made to assist you. More information is available at <http://www.uni.edu/hrs/mybenefits/eap>.

OFFICE OF COMPLIANCE AND EQUITY MANAGEMENT

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

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

If you would like further information about the Office of Compliance and Equity Management, please visit their website at <https://equity.uni.edu/>.

ROD LIBRARY

Rod Library has a special CIEP section located on the third floor next to the Youth Collection. You can also schedule library orientations and tours as well as reserve rooms for instructional use at

https://uni.libcal.com/reserve/Study_Rooms .

Visit <https://guides.lib.uni.edu/ciepguide> to view the CIEP Library Guide, or visit <http://www.library.uni.edu/> for general information about the library.

WELLNESS & RECREATION CENTER

UNI Recreation Services are available to UNI staff and faculty who pay a user fee. The WRC offers a free weight room, 200-meter indoor track, cardio equipment, pool, racquetball courts, basketball courts, fitness facility, fitness classes, and a climbing wall.

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

UNI CHILD DEVELOPMENT CENTER

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

The CDC curriculum is individualized to meet the needs of every child with full inclusion of children with special needs. Each family's culture is respected and family members are

encouraged to participate in the program.

The program participates in the Child and Adult Food Care program serving nutritious meals and snacks included in the cost of tuition.

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

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

For more information, contact the Child Development Center Coordinator at (319) 273-3946 or online at <https://cdc.uni.edu/>



CIEP Program Policies

CLASS SIZE

CIEP classes are purposely designed to be small in size to maximize the student's interaction and language acquisition. Although the CIEP does not stipulate a maximum class size, its policy is to limit class sizes to 16 students whenever possible. Once a class enrollment reaches 17 students or larger, the Director makes the decision whether or not to offer a second section and split enrollment into two classes. A class must also have a minimum of 2 students in order to be offered.

The CIEP makes every effort to meet the instructional needs of all of its students, especially in regards to offering classes. If, however, circumstances make it economically unviable to offer a class due to low

enrollment and/or lack of staff, the CIEP will do its best to offer an alternative arrangement. Although separate arrangements are not preferable, they are necessary in instances where student immigration status is at stake. An alternative for replacing a class may include offering an independent study with a tutor.

CLASS HOURS AND BREAKS

CIEP classes should begin on the hour listed in the printed schedule given to each student. Each level meets 3 hours a day with a 10-minute break at the end of every hour. Finally, instructors and staff members are required to be in attendance at all times specified in the schedule unless out on sick leave or some other approved leave of absence. See the section [Policy on Vacation Requests, Sick Leave,](#)

and Time Off for

types of excused absences.

FOOD AND DRINK

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

ELECTRONIC DEVICES

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

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

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

The university policy on personal electronic devices in the classroom can be found at <http://www.uni.edu/policies/317>.

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

The student conduct code disciplinary actions can be found at <http://www.uni.edu/policies/302>.

ENGLISH ONLY

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

STUDENT ATTENDANCE AND ILLNESS

Attendance must be taken for every student for every class during the session including field visits outside of the classroom such as a library tour or computer lab session. In addition, the total number of absences (by class hour) should be recorded with the final grade report.

Attendance and/or absences should be recorded in **whole hours**, which will then be reported to the office during midterm and final grade reporting. For example, if a student comes one hour late to a three-hour class, their attendance is recorded as two hours present, one hour absent. In students' grade reports, they will be given their absences in both hours and days. For example, if a student has a total of 49 class hours absent, they will be told they have 49 hours/16.3 days of absences.

Tardies

If a student arrives late 1 to 15 minutes, they should be marked as tardy. Any student who arrives more than 15 minutes late to a class should be marked as absent for the hour. It is also important to remember that three tardies is the same as one absence.

Absences

Students who miss tests and homework are still responsible for them despite being absent. Therefore, if a student is absent and misses a test, presentation, or composition paper, he or she is still accountable for missed material. Even though attendance is not part of the final grade, it is assumed that poor attendance will lead to poor performance in class, affecting the student's grade accordingly. It is up to the individual teacher to set a makeup policy for the class and to state the policy in the class syllabus.

Student Illness

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

CLASS VISITORS

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

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

CLASS OBSERVATIONS

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

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

CLASSROOM ASSIGNMENTS

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

CLASS CANCELLATIONS AND CLASS SUBSTITUTIONS

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

Full-time or part-time instructors and staff members are called upon for these situations. For this reason, sick lesson plans for

all classes are kept on file. However, it is appropriate for the person (or surrogate) to call the OIE Office (319-273-2182) to notify the Director about their absence and to leave (or send by email), if possible, directions for that day's lesson. More information about sick day lesson plans can be found in the curriculum section.

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

For all situations involving a staff member covering a class, the Director considers the staff member's current obligations, teaching experience, and previous substitutions done during the session.

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

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

An instructor may cancel class and leave if no students have arrived after 30 minutes. Students are responsible for any work they may miss due to class cancellations as a consequence of absences.

Additionally, University and CIEP classes can be cancelled due to severe weather. The Executive Vice President and Provost may declare a delayed start or cancellation of classes due to severe weather. Such declarations apply to students and instructors and staff members, but do not apply to essential UNI personnel. See the following section for more information.



WEATHER RELATED EMERGENCIES

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

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

power failure, etc. render work sites unsafe or uninhabitable.

Absence Reporting and Work Conditions

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

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

TEACHING ASSIGNMENTS

At the end of each session, the instructional staff is asked to indicate subjects and levels they would prefer to teach for the next session. The Director makes every attempt to match these preferences with programmatic needs.

Of course, staff can provide or discuss their teaching preferences with the Director at any time. The Director later meets with the Curriculum & Assessment Coordinator to consider teaching assignments for staff.

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

Logistical Considerations:

- Possibility of splitting larger classes into separate sections.
- Required academic classes for graduate assistants.
- Required academic classes for concurrently enrolled students.
- Relation of course to research project or curriculum development work.

- Consider teacher's likelihood of getting same students as previous session.
- Limit number of consecutive times a staff member has taught the course.

- Consider academic classes attended by full-time staff.
- Consider teacher's experience and preparation for teaching the course.
- Consider staff member's preparation and enthusiasm for teaching the course.
- Consider success of partnership between instructors in different sections of same course.

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

TOEFL SCORE

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

CIEP will reimburse instructors for the cost of two tests. Instructors who score within 5% of the target score will be permitted a 6-month extension to meet the requirement. Instructors who fail to meet the requirement will be restricted to teaching beginning classes or reassigned to non-teaching duties until they can meet the prescribed English language proficiency standard.

COPYRIGHT

The CIEP follows the UNI policy on copyright. The policy as of April 2022 is found here:

<https://guides.lib.uni.edu/c.php?g=667739&p=4701926>

The Rod Library also maintains a guide on copyright law and policy at <http://www.library.uni.edu/copyright-policies>

OIE and the University expect all employees to follow copyright law. The Fair Use Doctrine gives educators some flexibility within copyright law. The official university policy is found here;

<https://guides.lib.uni.edu/c.php?g=667739&p=4700160>

along a list of verified sources to help determine fair use.

Instructors can use published works in their teaching without permission or fee according to "fair use copyright guidelines." However, there are circumstances where permission and/or fees are required (for example, when materials are included in course packets). Sorting out what a person can or cannot do is often confusing.

The following links contain more information about copyright policies as suggested by Rod Library at the University of Northern Iowa:

Copyright policies applicable to Rod Library

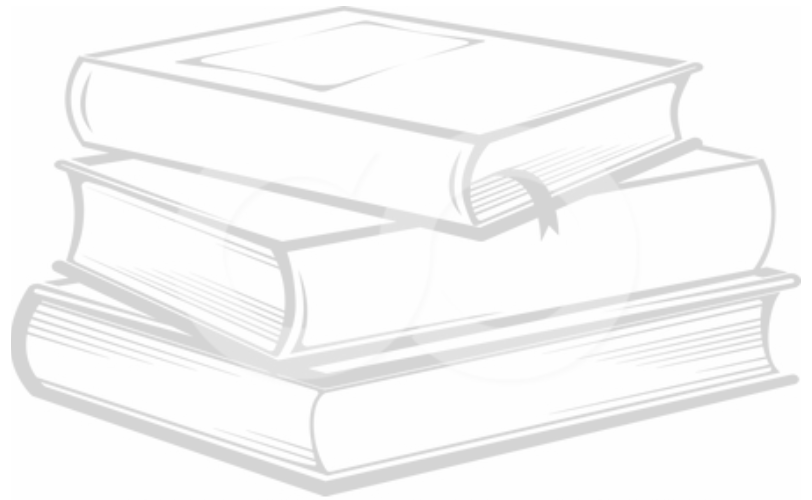
<http://www.library.uni.edu/copyright-policies>

Copyright information for UNI

<http://www.uni.edu/osp/copyright-uni>

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

www.uni.edu/ciep/students/handbook



Curriculum

PHILOSOPHIES AND METHODS

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

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

- Appropriate study skills and effective learning strategies are an integral part of the curriculum and instructors emphasize these, too, in helping students achieve the course outcomes.

METHODS OF INSTRUCTION

The CIEP does not prescribe a specific teaching method that all instructors have to follow. It is up to the teacher to determine the best instructional method that would be most appropriate to the students' level of proficiency, type of material, and most effective in helping students achieve student learning outcomes for the class.

TEACHER TALK AND ENGLISH ONLY

When instructors and staff members address students, they should learn their names and ask how each wants to be addressed in class (i.e. nicknames). Also, staff should minimize slang expressions, idioms, and obscure references to American culture unless explicitly teaching them and instead use trans-cultural examples and analogies. They should give students extra time to process information especially

when asking questions, paraphrase more complex ideas, avoid ambiguous language, and be aware that hand gestures do not have universal meanings. Moreover, staff can write key words and concepts on the board, use the Elmo or computer, and finally, show patience.

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

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

TEACHING ACADEMIC CULTURE

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

Moreover, staff should discuss cultural values relative to an American academic setting (i.e. deadlines, understanding syllabi and handbooks, testing formats, plagiarism, office hours, etc.) as well as in our overall society (i.e. individual freedoms, political correctness, cultural expectations, etc.).

Also, CIEP students have few first-hand sources of information and depend on the staff for guidance about cultural expectations. Staff is expected to provide this information as part of the CIEP curriculum and instruct students on a regular basis about what is expected of them in a U.S. academic setting.

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

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

MENTORING

New staff go through an extensive orientation program. After that point, the Curriculum & Assessment Coordinator serves in a mentorship role. They answer questions related to delivery of the curriculum and curriculum guidelines and give guidance on delivery of course content, class management issues, and use of course materials. They also supervise and evaluate Program Assistants and Graduate Teaching Assistants and oversee committee work.

In addition, Academic Support Specialists have the role of serving as mentors to new instructors in the

program. All new instructors are matched with senior instructors who can answer questions regarding the CIEP curriculum materials, teaching tips, policies and resources, location of materials, and classroom management issues. Program Assistants and Graduate Teaching Assistants should contact their mentors in order to schedule formal consultation times. Finally, new instructors are encouraged to bring up their questions at curriculum meetings.

PRACTICUM STUDENTS

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

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

The TESOL Graduate Coordinator is a faculty member of the MA/TESOL program under the auspices of the Department Languages &

Literatures at the University. Any questions, issues or concerns regarding the assignment, relationship, or participation of the MA/TESOL practicum student in the CIEP should be brought to the attention of the OIE Director and/or TESOL Graduate Coordinator.

Responsibilities of the TESOL Practicum Student

- Attend the scheduled meetings of the class as directed by the cooperating teacher. Attend and participate (as directed by the teacher) in the assigned class on all of the agreed upon days. Ideally, class attendance will be at least three days a week.
- Contact the cooperating teacher and TESOL Graduate Coordinator immediately if unable to attend the assigned CIEP class due to illness or emergency. Practicum students are responsible for making up any material or instructions that may have been missed during the absence.
- Talk with the cooperating teacher about the practicum student role or roles in the class. Be in agreement on requirements for class participation, interactions with CIEP students, and amount of participation on class planning, teaching, and student evaluation. This discussion should be ongoing throughout the practicum period.
- Assist the cooperating teacher as much as possible with teaching and other tasks. During the semester (two per 8-week session in CIEP), arrange for one of those classes to be observed by the TESOL Graduate Coordinator. If possible, teach more than the minimum required teaching hours if the cooperating teacher agrees.
- Hand in the lesson plan at least a day prior to the TESOL Graduate Coordinator observation of the CIEP class (may attach it to an e-mail) and make an appointment to meet for a short post-observation discussion.
- If there are any problems that have to do with the class or the cooperating teacher, it is best to talk with that teacher first. Consult the TESOL Graduate Coordinator if this is not possible.

Responsibilities of the Cooperating Teacher

- Be a mentor and role model for the practicum student during the time the student is assigned to the CIEP class.
- Provide the practicum student (preferably in written form) with expectations of this class in terms of content and day-to-day procedures. The practicum student should attend the CIEP class at least three times a week, but if this needs to change please let the practicum student know.
- Provide opportunities for the practicum student to participate in the preparation, teaching, and evaluation of the class. This will vary depending on the practicum student and the CIEP class; if there are any questions or concerns, don't hesitate to contact the practicum coordinator/supervisor.
- Give the practicum student informal feedback on their activities in class—this can be positive or negative. If there are any problems the TESOL Graduate Coordinator should be aware of, let them know.
- Help the practicum student arrange the times when the practicum coordinator/supervisor can come and observe the practicum student teaching the class. They are required to be observed once during the regular UNI 16-week semester.
- Respond to an e-mail from the TESOL Graduate Coordinator at the end of the semester (or, if CIEP, fill out the evaluation form distributed by your department) that asks questions about the student's performance, including the classes that the practicum coordinator/supervisor observed.
- Complete the Practicum Student Evaluation ([Appendix E-1](#)) and provide a copy to the TESOL Graduate Coordinator and practicum student.

CURRICULUM OVERVIEW

General Overview

The CIEP follows an integrated approach to language learning so students can learn how to combine receptive skills (listening and reading) and productive skills (speaking and writing) across the curriculum. New students are tested and placed into their classes based on their abilities

within this structure.

The CIEP offers a 5-level program: CIEP I: High Beginner Academic English, CIEP II: Low Intermediate Academic English, CIEP III: Intermediate Academic English, CIEP IV: High Intermediate Academic English, and CIEP V: Advanced Academic English.

CIEP I. is a 16-week long class (CIEP I A and CIEP I B). At the end of the class, students need to pass the Entrance Exam to be moved up to CIEP II. CIEP I and II focus on acquisition of basic skills and building a solid foundation for the instruction presented in CIEP III – CIEP V. The textbooks have been chosen with this focus in mind. Also, it is important to remember that mastery in skills such as spelling, punctuation, pronunciation, paragraph formation, understanding parts of speech, basic sentence formation, signal words, understanding words from context, and dictionary usage are just as important as learning skills involving higher order/critical thinking skills, range of expression, note-taking, presentation skills, synthesis of ideas, and other more advanced learning objectives. Therefore, mistakes in the basic skills cannot be overlooked or glossed over in student work in the hope that students will learn them over time or by exposure to “real” language. Instead, by insisting on mastery of basic skills, students will be better prepared to incorporate more advanced language skills. Accepting language that presents the student in a way that is inappropriate for their proficiency level is a disservice to both the student and the CIEP.

Finally, the content of the curriculum is only a vehicle for teaching skills. However, an instructor who shows interest in the content helps students become more engaged in the work. It is important for instructors to become familiar with student learning outcomes, overviews, syllabi, textbooks, curriculum guidelines, and other materials on the electronic database for the CIEP prior to teaching the class. Also, due to the fact that instructors may

or may not have much notice prior to learning their teaching assignments, it is important for them to consult other staff regarding their experience with a course and its materials.

CIEP Proficiency Scale and Descriptors – Students who place into level ...	
CIEP I	...can say their name; can write some personal information; demonstrates very little or no background in English grammar.
CIEP II	...can understand short speech in routine social situations. Students can be understood (with difficulty) and express basic needs; will develop their competence reading modified texts in relation to academic topics. Students will practice critical thinking of basic concepts, note important concepts, and increase vocabulary; can write 4 to 8 basic compound and simple sentences on a single situation or topic using simple present/progressive tenses with SVO sentence order; can write Be and Have, Wh- questions with Be, There is and There are and Present progressive; articles; frequency adverbs, simple past of “to be” and regular verbs.
CIEP III	...can comprehend short and slow conversations on general topics and usually be understood and express basic needs, daily activities, and preferences; will develop their competence reading simplified and highly modified texts in relation to academic topics. Students will practice specific skills, note basic concepts, and increase vocabulary; can write 6 to 10 compound and simple sentences in a single controlled topic; can write paragraphs with a simple topic sentence, consistent organization, consistent tense and transitions; show mastery of sentences with simple past, simple future, modals of ability. Count and non-count nouns, questions with Whose and other WH questions, adverbs of manner and the superlative.
CIEP IV	...show mastery of sentences with perfect tenses, present perfect vs. simple past, reported speech, passive, indirect speech, noun clauses with embedded questions, adjective clauses, so, too, neither etc., phrasal verbs and modals; will develop competence reading adapted academic texts and develop understanding of academic texts. Students will practice expanding critical thinking and reading skills on important concepts from texts as well as practice general reading skills applied to specific academic texts while conducting basic research skills; can write 8 to 12 compound and simple sentences on a single controlled topic; can write a paragraph with a topic sentence, organization, consistent tense and transitions; shows mastery of sentences with compound and simple sentence structure; can use future time clauses, present/past perfect tenses, gerunds and infinitives, receptive and reflexive pronouns; used to, would, future and past time clauses; gerunds and infinitives, modals of future possibility and phrasal verbs.
CIEP V	...can comprehend short, adapted academic lectures (8 to 15 minutes). Students converse with ease on personal and some academic topics at a general level; will develop competence reading slightly adapted academic texts and develop research skills related to class topics; will practice critical thinking and reading skills of texts and conduct individual research; can write longer paragraphs of more than 10 complex, compound and simple sentences for different purposes: logical division, comparison/contrast, argumentation and cause/effect; write multi-paragraphs; organizes essays with an introduction, two or three body logically divided paragraphs and a concluding paragraph; shows mastery of sentences with perfect tenses, present perfect vs. simple past, reported speech, passive, indirect speech, noun clauses with embedded questions, adjective clauses, so, too, neither etc., phrasal verbs and modals.
EXIT	...show readiness to take notes, read, and write at the collect level. They have a satisfactory command of academic English grammar; have extensive background in writing with some minor deficiencies; write 5 or more typed pages on a research topic with proper documentation; logically divide and organize a research paper; defend a thesis statement; write a summary of a journal article; recognize and avoid plagiarism; critically reflect on a reading; demonstrates knowledge of the topic through a synthesis of a variety of sources and viewpoints through a short, formal and academic presentation; can utilize basic presentation skills and strategies for effective public speaking.

SKILLS

While the curriculum is taught as integrated skills, it can be important at times to focus on teaching or assess discrete skills.

Reading

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

In CIEP I – II, reading students develop their competence by reading shorter modified texts related to basic academic topics while actively acquiring new vocabulary and learning how to note basic concepts. In CIEP III-IV, students read longer, slightly modified

texts, increase their knowledge of academic vocabulary and critical thinking skills, develop basic research skills, and note details. In CIEP V, students work with slightly adapted or unmodified academic texts, polish their reading strategies and critical thinking skills, research academic topics, and practice taking graphically organized notes based on academic texts.

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

reading. In addition to their textbook, students in CIEP I may use a supplemental reader to be able to read an extensive reading, increase their vocabulary, and improve their reading skills.

Instructors should consult the Reading Curriculum Guidelines for detailed information about reading classes. These guidelines can be found on the W:drive/CIEPGroups.

Listening/Speaking

Listening/Speaking skills are heavily weighted toward academic listening/speaking skills. The focus of CIEP I - III is on building vocabulary, listening comprehension, and dictation skills; the focus of CIEP IV - V is on academic lectures, note-taking, and oral presentation skills.

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

Writing and Grammar

When possible, writing and grammar should be integrated so students can practice using the grammar in context. In CIEP I, students work on building their writing skills at the sentence level, with a focus on English word order and using simple present and present progressive tenses. In CIEP II-III, students build their writing skills at the paragraph level in a variety of rhetorical styles, focusing on development of topic sentences and supporting ideas. Students in these levels expand their use of verb tenses from simple present to

simple past, future, progressive, and present perfect verb tenses, as well as imperatives, questions, modals, and gerunds and infinitives. The focus of writing in CIEP IV - V is for students to transition into the academic essay. The focus of grammar in these high-intermediate levels is on verb tenses, clauses (noun, adjective, and adverb), passive, conditionals, and parallel structure.

Compositions in writing are used in a broad sense to refer to a piece of writing on one topic: moving from sentence to paragraph to essay level as the students progress through the program. All writing classes follow the process approach to writing. This means that students will write multiple drafts of each composition, with the goal of improving the compositions along each step. Generally, there are three drafts for each composition, but it is up to the individual instructor to decide exactly how many drafts are required and what form of feedback (peer or teacher) to give between each draft. It is also the decision of the class instructor how to weigh each draft (for example, 10% for first draft- 40% for second draft- 50% for final draft). All compositions should be evaluated using a rubric. Rubrics can be found on the W:drive/CIEPPublic/CIEP teachers/Curriculum folder under the appropriate level and unit. The CIEP also has a standardized set of Writing & Editing symbols that can be found on the W:drive/CIEPPublic/CIEPteachers/Curriculum folder. These should be used to ensure consistency across instructors and levels.

Finally, it is required that all compositions in CIEP II - V be submitted through Turnitin to check for plagiarism. It is also recommended that instructors require first and sometimes second drafts (especially if the first draft is an outline) to be written by students in class under the direction of the instructor to prevent plagiarism. For more information about handling cases of plagiarism and cheating, refer to the **Assessment: Plagiarism and Cheating** section of this handbook.

Journals are shorter pieces of writing on topics selected by the instructor. The overview for each level gives guidance as to how many words journals should be at that level. The topics can be selected to elicit the grammar and/or writing styles being taught. To deter plagiarism and paper recycling, it is also recommended that journal topics be submitted through Turnitin. For

more detailed guidelines, refer to the Curriculum Guidelines on the W:drive/CIEPGroups.



LAB TIME

Additionally, it is required for students to participate in a 1-hour lab per day to continue their studies. The lab is staffed by another CIEP instructor, TA, or office staff member who will take attendance and aid students as necessary. The level instructor is responsible for providing lessons or materials needed in the lab each day. During this time, students may meet with native speakers, listen to guest lecturers, complete homework assignments, take quizzes or tests, or engage in other lab tasks and activities.

“IMMERSION” PROGRAMS (Special Programs)

Immersion programs are customized programs that are designed to meet the needs of a particular group. These groups are generally not placed in the regular academic preparation program, and they may not follow the regular 8-week session schedule. These include the English Language and Culture Immersion program and Intensive Business English Program. These programs have a customized curriculum with

outcomes, exams, etc. designed to meet their needs. Instructors selected to teach a course for a special program generally teach these courses in addition to their regular course load and receive special compensation for the course. Materials used in previous special programs can be found on the W:drive/CIEPPublic/Curriculum/Special Programs.

ELECTIVES & PROPOSING NEW COURSES

On occasion, the CIEP offers elective courses to classroom schedule when demand for such a course dictates. ~~Elective classes are optional classes that meet typically twice a week and focus on specific needs of students. The list of elective courses may vary each session and each course may not be available each session.~~ Some of the elective courses that have been offered to students in the past include the Pronunciation class, Review class, Drama class,

TOEFL Preparation, Exploring American Culture, and others. Students do not receive grades in elective classes.

The CIEP welcomes proposals from the teaching staff for new courses and electives. All new elective and course proposals need to be discussed with the Curriculum & Assessment Coordinator and approved by the director before being offered. The director grants permission to teach an elective course based on a variety of factors including the current enrollment and other programmatic needs.

TEACHING ESSENTIALS PLACEMENT TESTING

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

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

At the end of each placement testing day, there is a placement meeting in which full-time instructors determine level placements for each student based off of their scores on each section of the battery of tests.

SYLLABI

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

Components of Syllabi	Can It Be Changed?
Mission Statement	X
Class/Instructor Information	✓
Textbook(s) Information	X
Course Description & Particulars	X
Grading System	X
Grading Scale	X
CIEP Attendance Policy	X
Electronic Devices Policy	X
Technical Support	X
ADA Statement	X
Safety Zones	X
Goals & Outcomes	X
FAQs	✓
Instructors must add....	
Make-up Policy	✓
Midterm & Final Exam Dates	✓

Syllabi should be disseminated and discussed with students during the first week of classes. Instructors should explain the information on the syllabi and answer any questions that students have. It is also recommended that instructors make an electronic copy of the course syllabus available on the eLearning portal

for the course.

DIAGNOSTIC TESTS

Diagnostic tests are preliminary tests required to be administered to students during the first week of classes. These tests, although not standardized, seek to assess student learning outcomes that students need to accomplish by the end of the level. Diagnostics provide instructors some idea of



STUDENT LEARNING OUTCOMES, OVERVIEWS, AND CURRICULUM GUIDELINES

what students already know or do not know, understand, and use; however, they are not designed to measure whether students successfully completed the previous level's student learning outcomes. The purpose of diagnostic tests is to test whether new students are placed appropriately. Diagnostic tests are not given a coursework grade. Instructors should bring the results of the diagnostic tests for their class to the post-placement meeting for reference. Finally, instructors are advised not to share answer keys to diagnostic tests with students and should keep the tests in their files. Instructors can find diagnostic tests on the [W:drive/CIEPGroups/CIEPTeachers](#) and the appropriate skills area and level.

Student Learning Outcomes. The student learning outcomes (SLOs) furnish a CIEP instructor with a specific set of teaching goals and student performance objectives for a specific class. SLOs are written in terms of tasks and strategies that seek to prepare students for academic study at the university. There are a variety of assessment tools that determine to what degree a student has met stated SLOs.

Student learning outcomes are made available to students and instructors through the course syllabi distributed to students at the beginning of each course and also through the CIEP website. Instructors can also find a comprehensive list of the student learning outcomes on the [W:drive/CIEPGroups](#).

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

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

Curriculum Guidelines. Curriculum Guidelines have been developed to provide an instructor with detailed information about teaching classes in each level taught in the CIEP. The guidelines include a summary of all the necessary information related to teaching a particular level, such as information about grading, syllabi, diagnostics, overviews, specific class assignments and activities, assessment, etc. Curriculum Guidelines are placed on the W:drive/CIEPGroups.

TEXTBOOKS

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

Instructors' copies of textbooks for each course can be found in the CIEP Library (MAU 114) on the appropriate bookshelf. The shelves are labeled by skills areas and levels. If the textbook is missing, the instructor should see the Curriculum & Assessment Coordinator about getting a new copy of the textbook. Other teaching resources for a particular class, such as teacher's guides, answer keys, CD sets/audio files, DVDs, test banks, dictionaries, workbooks, etc. may be available and are marked appropriately or may be available online on publishers' websites. If these materials are not available for the class and the instructor feels the need to have a copy of these materials, they may contact the Curriculum & Assessment Coordinator and request a copy.

Students are required to obtain their textbooks during the first week of class. Instructors should refer the students to the CIEP section of the UNI Bookstore on 23rd Street to purchase their textbooks. Students can borrow or buy used textbooks; however, instructors must insist that students erase answers at the beginning of the session. If the bookstore does not have textbooks

classes, the instructor should inform the Curriculum & Assessment Coordinator about the situation and make copies of the pages from the textbook covered during the first few days of classes for students. The instructor might ask the Office Staff for assistance if needed. If students do not bring their textbooks to class after the first week of classes, the instructor should bring up the issue with the Curriculum & Assessment Coordinator and the Director.

A comprehensive list of textbooks for each session is available on the CIEP website and in the W:drive/CIEPPublic/Materials and Acquisitions folder. CIEP instructors are welcome to propose new textbooks for the program. Staff can contact the Curriculum & Assessment Coordinator to request copies of new textbooks for review. Finally, the CIEP staff should use the CIEP Textbook Selection & Evaluation Form (Appendix E-2) while selecting textbooks for the program as part of their curriculum project or committee work.

The Curriculum & Assessment Coordinator works with the CIEP Office Staff, publishers' representatives and the UNI Bookstore to obtain textbooks for the CIEP.

2013 format will be used. Then the projections are acquired from the CIEP office for the following season when placing orders. This allows for a close approximate of students for that session. When projections have been added to the order, the list will then be viewed by the CIEP office for further review. If the list is approved by the Director, then it will be sent to the UNI Bookstore manager/supplier of course materials. This process is done two weeks prior to the start of the new session. The orders usually take 5-7 business days. Also, a follow-up email is sent to the bookstore to ensure there were no ordering issues.

ELEARNING

All CIEP classes are registered for an eLearning course by the OIE Secretary. Students are enrolled in classes by the OIE Secretary four to five days after the beginning of the session to allow time for a

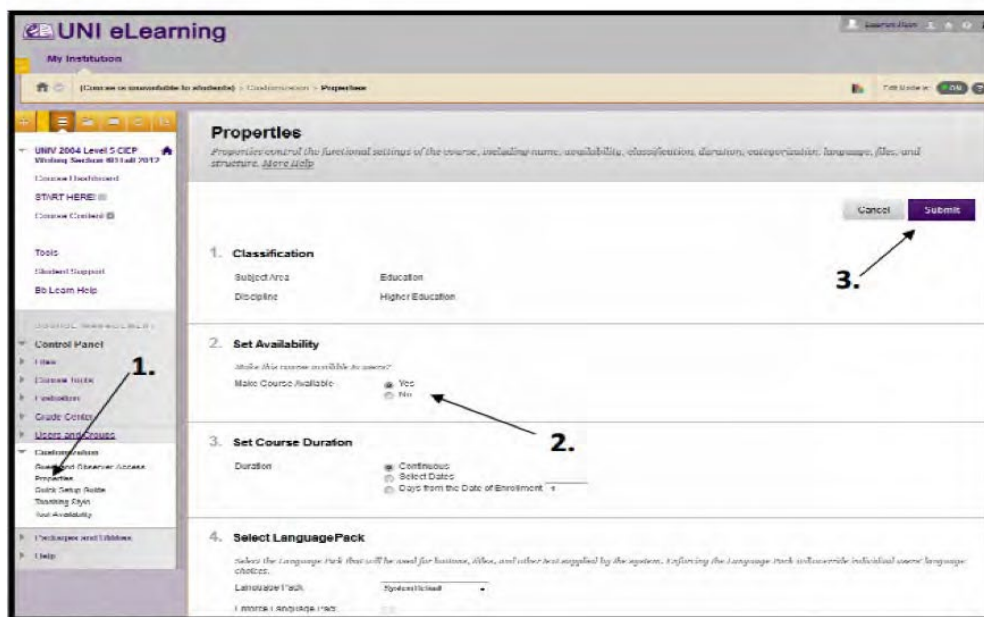
majority of the students to check into the office. After the Registrar's office processes the forms completed by the OIE Secretary or the CIEP office staff, the eLearning courses are generated. This usually happens by the second week of classes. Students with holds on their account cannot be enrolled in courses and, therefore, do not appear in eLearning. If there are students in the class who are not listed in eLearning, contact the OIE Secretary to determine if the student has a hold on their account.

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

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

To make a course available on eLearning:

1. Go to the eLearning class. In the *Control Panel* on the left, go to *Customization*, then *Properties*.
2. For #2, "Make Course Available," click Yes.
3. Click *Submit*.





assessments or practice tests. The Blackboard Helpwebsite for instructors has guides to uploading and creating materials on eLearning. Follow this link: <https://help.blackboard.com/>.

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

For more information on how to use eLearning, please see the [eLearning-The Basics](#) document located on [W:drive/Curriculum](#). For more information about how to use Turnitin, please see the [Blackboard 9.0 Integration Instructor User Manual](#) also located on [W:drive/Curriculum](#).

DRIVES

Each CIEP instructor has access to the following network locations or drives on their work computers and laptops: W:drive (CIEPGroups and CIEPPublic) and H:drive. When logging into a campus network computer, an instructor gets access to all of these drives.

W:drive/CIEPPublic is a public CIEP drive. Instructors have full access to all of the folders and their files. The purpose of this drive is to store and share documents with other instructors. Most instructors often use the Curriculum folder on the W:drive. This folder contains curriculum related materials and documents, such as teacher created quizzes, tests, class worksheets, PowerPoints, and other materials related to a particular class. The folders with curriculum materials are organized by level. Other useful folders in the Curriculum folder include Curriculum Development folder, Special Programs, Curriculum Meetings, and Assessment folder. CIEP instructors can delete and edit documents on the W:drive/CIEPPublic

and all are welcome to share their materials with others on this drive.

W:drive/CIEPGroups is a CIEP drive that contains standardized materials and has a limited access. Some folders on this drive are accessible only to the CIEP instructors, while others only to the CIEP administrative staff based on the nature of documents saved in the folders. Some documents saved on this drive include classified information, which requires restricted access. Another reason for having a limited access to some folders on this drive is to ensure that files are not accidentally moved, deleted, changed and/or overwritten. CIEP instructors have read-only access to the CIEP Teachers folder. This folder includes standardized curriculum documents, such as midterm and final exams, class syllabi, diagnostic tests, student learning outcomes, class overviews, and other standardized documents. CIEP instructors may not use the W:drive/CIEPGroups to store their personal documents and files. Instructors do not have the administrative rights to delete or change documents on this drive in any way unless given special permission. Instructors should use the H:/ drive for this purpose (see below).

H:drive is a personal drive for each staff member. They can store their personal documents on this drive. Other documents that might be stored on this drive include but are not limited to lesson plans, tests and quizzes, and other class related materials.

All UNI employees are also allocated a significant amount of space on Google Drive. With the correct software update, Google Drive space can be listed as another drive (G:\drive in our case) on your workstation and laptop computer.

There is also a Google Drive space that is shared among OIE employees (CIEP Teachers Shared Materials and International Engagement).

To get your Google Drive space set up,

put in a request to ITS at the Service Hub at <https://it.uni.edu/>. You can also phone 273-5555.

SICK LESSONS

When an instructor unexpectedly becomes sick, another instructor may be asked to cover the instructor's class on short notice. When the class instructor is able, they will generally provide lesson plans to the substitute. However, for cases in which the class instructor is not able to provide lesson plans, there are emergency sick lessons available on the W:drive/CIEPPublic by following the path [W:drive/CIEPPublic/Curriculum/Substitute Lessons](#) and clicking on the appropriate level.

Instructors may occasionally be asked to design sick lessons for classes they are teaching so as to add to and update the available collection of sick lessons.

When designing a sick lesson, instructors should keep in mind the level and outcomes of the course. Sick lessons should also be as flexible as possible so that they can be used at any point during the 8-week session.

ASSESSMENT

For more detailed information on assessment in the CIEP, please see the Assessment Guidelines located on the W:drive/CIEPGroups in the CIEP Teachers Folder or located on the CIEP website at <https://ciep.uni.edu/online-teaching-resources>

FINAL EXAMINATIONS

Final exams are administered by all CIEP instructors in Levels I through V. All final exams in the CIEP are standardized tests

that are typically created by the Curriculum & Assessment Coordinator. These exams are found on the W:drive/CIEPGroups in the “CIEP Teachers” folder under the appropriate level.

Standardized exams must not be changed.

Instructors who desire change(s) to the content or form of a standardized exam should make their suggestions to the Curriculum & Assessment Coordinator and/or discuss their suggested changes during the level meetings.

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

No electronic devices, textbooks, paper dictionaries, or other resources are allowed during any final or other exams. Personal electronic devices include but are not limited to: electronic dictionaries, computers, cell phones, smart phones, etc. Students are required to put these in their bags or backpacks during exams. If a student does not follow the CIEP no electronic devices during exams policy while in the classroom, the student can be immediately dismissed from the classroom and student's absence will be recorded. If a student violates the policy for a second time, they will be subject to discipline as defined by the UNI student conduct code procedures. Picture dictionaries may be allowed on a quiz or a test given by a tutorial or CIEP I instructor whereby students would benefit from the usage.

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

Final Exams. Final exams are administered the Wednesday and Thursday of the last week of the session. Writing compositions should be evaluated by two raters (see Multiple Rater System section below for more explanation).

The last day of the session (typically a Friday) is set aside as a grading day for instructional staff. Instructors who do not hold office hours on Friday should hold office hours during the following week so that students can confer with them about the class, grade, final exam, etc. At the end of the session, students should make an appointment with their instructors to review their performance in their classes and final grades. After reviewing these exams with students, instructors must file the original final exams in the file cabinets Located in MAU 113A.

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

Before evaluating writing compositions, instructors should make photocopies of the prompts and student compositions and give them, along with the appropriate number of rubrics, to the second rater. Second raters should make all effort to return the compositions to the class instructor within 48 hours (not counting weekends). After coming to a decision about the grade, only one rubric (matching the final grade assigned) should be attached to the student's composition and placed in the final exams file cabinet in MAU 113A.

TEACHER CREATED EXAMS & ASSIGNMENTS

CIEP instructors are responsible for designing, distributing, and grading their own class assessment instruments, such as quizzes and tests. Instructors need to administer between 4-10 quizzes with a final point total of at least 100 points per course per session. Unit or Chapter tests should be at least 4 per session with a final point total of at least 100 points. Instructors can make their own rubrics for writing compositions and speaking quizzes as well as logs for listening/speaking classes.

Instructors collect and keep class quizzes, tests, and exams; by no means are students allowed to keep them. It is required that instructors keep the quizzes and tests for at least one session in their files. In regard to make-up exams, it is up to the instructor to decide how these quizzes and tests will be made up by their students. However, a clear statement of the teacher's make-up policy needs to be stated on the class syllabus. Finally, instructors are welcome to use and share their own quizzes and tests on the <W:drive/CIEPPublic/Curriculum>.

GRADING AND REPORTING GRADES

It is the responsibility of each staff member to keep accurate and appropriate records regarding the performance of each student in the class. The records should be accurate, in accordance with the grading policy established in the syllabus, and defined in terms that can be interpreted by other staff if the need arises. After the end of the session, grades are reported in the following locations.

eLearning. Every instructor is required to record class grades on eLearning. At the end of the session, PDFs of eLearning score sheets must be emailed to the Director so they can be kept in a separate, secure file on the <W:drive/CIEPGroups>. Only the Director, Curriculum & Assessment Coordinator, and Office Staff have access to this folder. Students can always check their grades as updated by the instructor on eLearning.

Smartsheet Databases. Smartsheet databases are used as a repository of information about students. In addition, midterm and final progress are recorded in Smartsheet for all students. After four (4) weeks of classes, instructors report midterm progress, absences and tardies, and midterm notes in Smartsheet. At the end of the session, instructors report final grades, attendance/tardies, and final comments in the Smartsheet database. Teaching staff need to report grades in the Smartsheet database in a timely manner so that students can be assigned classes for the next session. This is especially critical when the time between consecutive sessions is only a matter of a few days, for example between Spring I and Spring II sessions in March and Fall I and Fall II sessions in October.

For more information, see the "Smartsheet Grade Submission Guide" on the CIEP website under CIEP Staff/Resources/Staff Orientation or by following this link <https://ciep.uni.edu/staff-orientation>

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

GRADING AND PROFICIENCY SCALES

The CIEP Proficiency Scale shows that each course

provides students the skills that lead toward academic readiness. To get a clear idea of what students should know in each level for each class, a proficiency scale with descriptors is listed in [Appendix E-3](#) of the handbook.

The CIEP Grading Scale informs the instructors and students about the grade students receive for their class performance. The grade represents the degree to which students have met all student learning outcomes. Instructors should use the CIEP grading scale for both individual class assignments,

such as quizzes, tests, etc. and also for standardized final exams. For advancement to the next level or exit from the program, instructors are asked to use the CIEP grading scale to give students a final grade corresponding to their performance in class. The CIEP Grading Scale is available on the CIEP website, on the *W:drive/Curriculum*, and in the Student and Staff Handbooks.

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

PASSING/NOT PASSING A CLASS

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

CIEP Grading Scale			
		For advancement to the next level or exit from the program, instructors use the CIEP grading scale to give students a final grade corresponding to performance in class on all tests, quizzes, midterm exams, final exams and other assignments. The grade represents the degree to which students have met all the student learning outcomes.	For individual class assignments, instructors use the CIEP grading scale to give students a grade corresponding to what degree a student has met the specific student learning outcomes addressed in a particular assignment or evaluation.
A	100-93	The student exceeds all proficiency expectations and student learning outcomes. Overall, student performance is exceptional. The student passes to the next level.	The student exceeds all proficiency expectations and student learning outcomes. Overall, student performance is exceptional.
A-	92-90	The student meets all proficiency expectations and student learning outcomes. Overall, student performance is particularly outstanding. The student passes to the next level.	The student meets all proficiency expectations and learning outcomes. Overall, student performance is particularly outstanding.
B+	89-87	The student meets almost all proficiency expectations and student learning outcomes. Overall, student performance is significantly above the average standard. The student passes to the next level.	The student meets almost all proficiency expectations and student learning outcomes. Overall, student performance is significantly above the average standard.
B	86-83	The student meets most proficiency expectations and student learning outcomes. Overall, student performance surpasses the average standard. The student passes to the next level.	The student meets most proficiency expectations and student learning outcomes. Overall, student performance surpasses the average standard.
B-	82-80	The student meets many proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard. The student passes to the next level.	The student meets many proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard.
C+	79-77	The student meets some proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite some minor deficiencies. The student passes to the next level.	The student meets some proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite some minor deficiencies.
C	76-73	The student meets the minimum of proficiency expectations and student learning outcomes Overall, student performance fulfills the average standard despite many minor deficiencies. More work and effort may be required in completing assignments to meet the average standard. The student passes to the next level.	The student meets the minimum of proficiency expectations and student learning outcomes. Overall, student performance fulfills the average standard despite many minor deficiencies. More work and effort may be required in completing assignments to meet the average standard.
C-	72-70	Failing. Student performance is poor. The student fails to meet many or all major and minor proficiency expectations and student learning outcomes. The student does not meet the minimum standard for promotion to the next level. The student must continue in the same level.	Failing. Student performance is poor. The student fails to meet many or all major and minor proficiency expectations and student learning outcomes. The student does not meet the minimum standard and shows a great need for tutoring and help in completing work satisfactorily.
D+	69-67		
D	66-64		
D-	63-60		
F	Below 60		

occasionally it might be difficult for an instructor not to pass a student who has worked hard but has not accomplished the student learning outcomes, it is not fair to other instructors and students to pass students who are not ready for the next level. The decision to pass or not pass a student is an important one not only because it affects the student, but it also impacts the reputation of the program. Students who complete the program yet are not successful at the university or workplace because of inadequate English skills reflect poorly on the CIEP. Instructors unsure of passing a student should ask themselves the following questions:

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

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

HOMEWORK AND EXTRA CREDIT

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

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

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

PLAGIARISM AND CHEATING

The CIEP Student Handbook clearly describes plagiarism and cheating as it pertains to an American academic setting. Appendix B-2 Guidelines for In-Class Behavior & Academic Integrity of the handbook describes what qualifies as minor and serious acts of plagiarism and cheating. Staff should review and explain these concepts to their students as well as their expectations and consequences for cheating or committing acts of plagiarism. Many instructors also use monitored in-class writing for first and/or second drafts as a deterrent against plagiarism.

Explicitly discussing plagiarism and artificial intelligence (AI) as well as requiring submission of writing assignments through Turnitin are two necessary measures to prevent incidents of plagiarism. Turnitin is an online program that compares the content of student compositions

against internet sources as well as the Turnitin database of assignments previously submitted by students. For more information about Turnitin's use

as a plagiarism detection tool, as well as its other pedagogical uses, refer to the Turnitin Instructor training website:

https://turnitin.com/en_us/training/instructor-training

When incidents of cheating (including use of artificial intelligence to write work submitted as a student's own writing) or plagiarism occur, instructional staff should use the [Notice of Plagiarism and Cheating Form \(Appendix B-3\)](#) of the CIEP Student Handbook. This form both documents the incident in the student's permanent file and instructs the student about academic expectations in the University. Instructors using the form should meet with the student and explain the situation clearly and provide a completed copy of the form to the student. Any disciplinary action, such as a 0 on the assignment, should also be made clear to the student and documented on the form along with supporting documents if applicable.

ACADEMIC PROBATION POLICY

Academic probation is a time during which a student's academic progress and success are supervised by the Director. There are three reasons why a student may be placed on academic probation: 1) low attendance and 2) poor performance (repeating the same level/class). The student is formally notified by letter and offered a meeting with the director. The student is counseled about his performance in classes and improvements are suggested.

Low Attendance. Regular class attendance is important for a student's academic success; in addition, for most students, it is necessary to keep their immigration record in good status. Regular attendance in the CIEP means that a student maintains 100% attendance in all classes and lab time. If a student attends less than 80% of classes and lab time in any CIEP course (missing 22 hours or more of the lecture class and/or 7 hours or more of the lab class), the student will be placed on attendance probation.

Once on probation, the student must maintain 80%

attendance in all aspects for the next session to be removed from probation. Otherwise, the student will be dismissed. If the student returns to attendance probation again in later sessions, the student must maintain 80% attendance in all classes for the remainder of their study in the CIEP or be dismissed from the program.

Repeating Poor Performance. A student may not pass a level every session because not everyone's rate of progress is the same. However, if a student is notable to make sufficient progress in the program, they will be placed on academic probation. Full-time CIEP students who fail to pass a course for a second time are considered to be on academic probation. If the student is not successful in getting placed off probation status, they will remain on probation status for one more session. If the student is not able to pass the class in the next 8-week session, they will no longer be enrolled in the program. Thus, full-time students can remain on probation status for poor performance for only two 8-week sessions (consecutive or non-consecutive) during their entire time of full-time study in the CIEP.

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



MEETINGS

POST- PLACEMENT MEETING

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

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

The *secondary focus* of the post-placement meeting is to consider students' requests to change levels. These are students who have been studying in the CIEP for at least one session. If returning students indicate a desire to move up a level, refer them to the [Student Requests and Concerns Form \(See Appendix A-4\)](#) of the Student Handbook on the CIEP website. Students requesting to change levels must fill out this form and turn it into the Office before the post-placement meeting.

Finally, behavior issues might be discussed at this meeting if time permits and special or immediate announcements affecting classes might be made.

GENERAL STAFF MEETINGS

General staff meetings are held by the Director once each session to discuss program-related issues that cannot be adequately covered in memos. The time and place of the general staff meeting are announced in advance and staff are invited to the meeting via Google Calendar. All CIEP instructors and staff members are required to attend these meetings. Graduate Teaching Assistants and student employees are expected to be present as long as it does not conflict with their academic class schedule. Part-time hourly staff are paid for their time.

NORMING SESSIONS

Norming sessions are regularly held for both the CIEP placement exam and standardized writing exams. The purpose of norming sessions is to both familiarize new instructional staff with these assessment instruments and increase inter-rater reliability among all instructional staff. These sessions are facilitated by the Curriculum & Assessment Coordinator. Separate norming sessions are held for assessing placement testing results and for improving inter-rater reliability for assessing student writing across the levels.

CURRICULUM MEETINGS

The CIEP implemented systematic curriculum review meetings in September 2014. These meetings typically take place two times per session. These meetings give instructors teaching different skill areas an opportunity to discuss the curriculum and student issues. Meetings also offer opportunity for a professional development activity. During meeting meetings, instructors show how they reinforce student learning outcomes in the CIEP curriculum and report feedback on evaluations and students' progress. For example, instructors review diagnostic tests and syllabi, verify that the final exams meet students learning outcomes, ensure that the student learning outcomes are being addressed, review textbooks, and discuss how to effectively help students to meet the course goals and objectives. Instructors are also paired up and exchange copies of quizzes and tests for peer review. Prior to each meeting, instructors are asked to complete a curriculum meeting survey and [Peer Evaluation of Classroom Assessment Form](#). The

form can be found at W: drive/CIEP Public/Curriculum/Curriculum Development/ Curriculum Meetings.

COMMITTEES

Academic Support Specialists could be assigned and/or might show interest to work on special projects and participate in committee work. The nature of these special projects varies based on the current need and/or interest of the instructor. Some examples of committee projects might include work on a specific area of the curriculum, such as textbook selection, a special project should see the director and submit a proposal for their project. Once the director approves the proposal, the instructor is typically granted some release time to work on the project. Upon completion of the project, the instructor or committee are asked to submit a report to the director with a reflection on their project. Instructors working on a project meet with other committee members on a regular basis, take minutes at their meetings, keep records of their activities, and save their materials on the W:drive/CIEPPublic/Curriculum.



**University of
Northern Iowa**
International Programs
Culture and Intensive English Program

*University of Northern Iowa
Culture & Intensive English Program
1200 W 23rd Street Bartlett 3025
Cedar Falls, Iowa 50614-0511 USA*

Email: ciepadmissions@uni.edu

Fax: 319-273-3333

Phone: 319-273-2182

www.uni.edu/ciep