

The background of the cover is a photograph of the Old Chapel tower at Iowa State University, a tall brick structure with a clock face and a pointed roof. In the foreground, there is a large stone fountain with water spraying upwards and several stone statues of figures sitting around the fountain. The scene is set on a green lawn under a blue sky with white clouds.

# FACULTY and STAFF HANDBOOK

Intensive English and  
Orientation Program

Iowa State  
University

**2017-2018**

AMES, IOWA | 50011

LANDSCAPE  
ARCHITECTURE  
BUILDING

**50** <sup>1966-2016</sup>  
Years of  
**IEOP**

# IOWA STATE UNIVERSITY

## Intensive English and Orientation Program

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The IEOP curriculum focuses on the academic skills international students need to be successful in their undergraduate or graduate studies in the United States. These skills include:

- Reading efficiently
- Writing clearly
- Taking notes from lectures
- Participating in class discussions/seminar skills
- Communicating with people on and off campus
- Learning strategies to be successful at U.S universities

IEOP students are typically students who:

- May have been admitted to Iowa State University but have not met their English proficiency requirement (conditional admits; they must pass the TOEFL or IELTS or IEOP Exit Level Class in order to enter ISU).
- May not have been admitted to ISU or another American university and wish to improve their English in order to study in the U.S. or before returning home to study.
- May need to improve their English for their employment or to enhance employment opportunities.
- May be sponsored by their governments, universities, or agencies such as Fulbright.
- May be visiting scholars and staff.
- May want to experience life in an English-speaking country.

## Our Mission

*In collaboration with ISU and global partners, IEOP provides exemplary academic, professional, and everyday English language instruction as well as American cultural orientation for students, teachers, and other visiting professionals. IEOP also supports and collaborates with the ISU community in second language research, professional development, and intercultural education.*

IEOP students may participate in out-of-class and social activities, such as Conversation Groups, as well as ISU student clubs and organizations (e.g., Arab Student Association, Engineers without Borders, and Soccer Clubs).

Because IEOP is an intensive program, students may spend several hours together every day, thus developing friendships and a sense of community as they improve their language skills and practice English together. IEOP faculty serve not only as language teachers, but also as mentors and interpreters of American cultures, thereby helping students adjust to their environment.

***Note:***

Faculty and staff need to read the Student Handbook for student related policies, procedures, and other related information.

IEOP makes every effort to keep policies up-to-date. However, the program works with dozens of other programs, departments, colleges, and offices whose policies may change. Therefore, please double-check to make sure you are following the latest policies.

# IMPORTANT DATES

## 2017-2018 Academic Year

### *August*

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#### Orientation Week

- IEOP Instructors' meeting
- New and returning students check-in
- Placement and orientation for new students

#### **Tasks:**

- Send students information about bill payment (*Business Officer*)

#### Week 1

- TSHC appointments for new students
- IEOP classes begin
- IEOP Instructors' meeting: Placement Review

#### **Tasks:**

- Request LMS course (*Instructors*)
- Send students information about the first Conversation Club meeting (*Conversation Club leader*)
- Send teachers and students information about the IEOP Welcome mixer (*Student Affairs Coordinator*)
- Send teachers and students information about diagnostic tests (*Assessment Coordinator*)

#### Week 2

- First Conversation club meeting
- IEOP Welcome Mixer

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Put Class Syllabi and Emergency Lesson Plan on the IEOP Server by the end of the week (*Instructors*)
- Send students information about the first Practice TOEFL test (*LLC Coordinator*)
- Send IEOP Admin Council meeting agenda (*Director*)

## September

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### Week 3

- LAS adviser office hours
- TOEFL Practice #1
- IEOP Admin Council Meeting

#### Tasks:

- Update In-Class Performance Grade by the end of the week (*Instructors*)

### Week 4

#### Tasks:

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send IEOP Instructors meeting agenda (*Assistant Director/Director*)
- Send instructors a message regarding observations (*Director*)

### Week 5

- TSSL Conference, September 22-23
- IEOP Instructors' meeting

#### Tasks:

- Update In-Class Performance Grade by the end of the week (*Instructors*)

### Week 6

- MIDTESOL Conference, September 29-30
- Director's observations of faculty teaching begins

#### Tasks:

- Update In-Class Performance Grade by the end of the week - *last day of midterm In-Class Performance (Instructors)*
- Help students with TOEFL test registration (*Business Officer*)
- Make copies of IEOP Formative Evaluations and put in instructors' mailboxes (*Business Officer*)
- Send midterm grades instructions and week 8 work schedule (*Assistant Director*)
- Send students information about the second Practice TOEFL test (*LLC Coordinator*)
- Send IEOP Admin Council meeting agenda (*Director*)

#### Week 7

- LAS adviser office hours
- TOEFL Practice #2
- IEOP Formative evaluations
- [IEOP Admin Council Meeting](#)

#### Tasks:

- Update Blackboard Grade Center - grades and comments (*Instructors*)
- Schedule midterm conferences (*Instructors*)
- Prepare, print, and put midterm progress reports in instructors' mailboxes (*Assistant Director*)
- Start sending messages to new students (*Admissions Officer*)
- Send students information about the IEOP Student Assembly (*Students Affairs Coordinator*)
- Send students information about Student Feedback Time! meeting (*Assistant Director*)

## October

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#### Week 8

- IEOP Midterm Conferences
- Fall II NS testing and orientation
- [IEOP Instructors' meeting](#)
- TOEFL #1
- IEOP Student Assembly
- Student feedback time!

#### Tasks:

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Submit midterm grades – AccessPlus (*Instructors*)
- Send students' TOEFL scores to the Office of Admissions and ISS (*Assistant Director*)
- Send TOEFL scores to students (*Business Officer*)
- Put midterm progress reports on the IEOP server (*Assistant Director*)
- Send students information about the third Practice TOEFL test (*LLC Coordinator*)

#### Week 9

- TOEFL Practice #3

#### Tasks:

- Update In-Class Performance Grade by the end of the week (*Instructors*)

- Send students information about the IEOP Student Meeting (*Students Affairs Coordinator*)

#### Week 10

- IEOP Student Meeting

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)

## *November*

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#### Week 11

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send IEOP Admin Council meeting agenda (*Director*)
- Send students information about the fourth Practice TOEFL test (*LLC Coordinator*)

#### Week 12

- TOEFL Practice #4
- IEOP Admin Council Meeting

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send IEOP Instructors meeting agenda (*Assistant Director/Director*)
- Send students information about the IEOP Thanksgiving activity (*Students Affairs Coordinator*)
- Make copies of the IEOP Program Evaluation (*Business Officer*)

#### Week 13

- LAS adviser office hours
- Thanksgiving Activity
- IEOP Program Evaluation
- IEOP Instructors' Meeting

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send students information about the last Practice TOEFL test (*LLC Coordinator*)

## Thanksgiving break

### December

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#### Week 14

- TOEFL Practice #5

#### Tasks:

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Help students with TOEFL test registration (*Business Officer*)
- Send final grades instructions and week 16 work schedule (*Assistant Director*)

#### Week 15

- LAS adviser office hours

#### Tasks:

- Update Blackboard Grade Center - *last day of final In-Class Performance (Instructors)*
- Send teachers and students information about achievement tests (*Assessment Coordinator*)
- Put CEA folders in teachers' mailboxes (*Business Officer*)
- Send IEOP Faculty and Staff meeting agenda (*Director*)

#### Week 16

- IEOP Achievement tests
- Exit Level Portfolio grades due
- TOEFL #2
- IEOP Faculty and Staff Meeting
- Canvas Workshop

#### Tasks:

- Update Blackboard Grade Center - grades and comments (*Instructors*)
- Prepare CEA folders (*Instructors*)

#### Week 17

#### Tasks:

- Submit final grades on AccessPlus (*Instructors*)
- Send students' TOEFL scores to the Office of Admissions and ISS (*Assistant Director*)
- Send TOEFL scores to students (*Business Officer*)
- Send list of students who passed the Exit Level Program to the Office of Admissions (*Assistant Director*)

- Put final progress reports on the IEOP server (*Assistant Director*)

## *January*

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### Orientation Week

- **IEOP Instructors' meeting**
- New and returning students check-in
- Placement and orientation for new students

#### **Tasks:**

- Send students information about bill payment (*Business Officer*)

### Week 1

- TSHC appointments for new students
- IEOP classes begin
- **IEOP Instructors' meeting: Placement Review**

#### **Tasks:**

- Request LMS course (*Instructors*)
- Send students information about the first Conversation Club meeting (*Conversation Club leader*)
- Send teachers and students information about the IEOP Welcome mixer (*Student Affairs Coordinator*)
- Send teachers and students information about diagnostic tests (*Assessment Coordinator*)

### Week 2

- First Conversation club meeting
- IEOP Welcome Mixer

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Put Class Syllabi and Emergency Lesson Plan on the IEOP Server by the end of the week (*Instructors*)
- Send students information about the first Practice TOEFL test (*LLC Coordinator*)
- Send IEOP Admin Council meeting agenda (*Director*)

### Week 3

- LAS adviser office hours
- TOEFL Practice #1

- IEOP Admin Council Meeting

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)

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## *February*

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### Week 4

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send IEOP Instructors meeting agenda (*Assistant Director/Director*)

### Week 5

- IEOP Instructors' meeting

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)

### Week 6

- Peer observations begin

**Tasks:**

- Update In-Class Performance Grade by the end of the week - *last day of midterm In-Class Performance (Instructors)*
- Help students with TOEFL test registration (*Business Officer*)
- Make copies of IEOP Formative Evaluations and put in instructors' mailboxes (*Business Officer*)
- Send midterm grades instructions and week 8 work schedule (*Assistant Director*)
- Send students information about the second Practice TOEFL test (*LLC Coordinator*)
- Send IEOP Admin Council meeting agenda (*Director*)

### Week 7

- LAS adviser office hours
- TOEFL Practice #2
- IEOP Admin Council Meeting

**Tasks:**

- Update Blackboard Grade Center - grades and comments (*Instructors*)
- Schedule midterm conferences (*Instructors*)
- Prepare, print, and put midterm progress reports in instructors' mailboxes (*Assistant Director*)
- Start sending messages to new students (*Admissions Officer*)
- Send students information about the IEOP Student Assembly (*Students Affairs Coordinator*)
- Send students information about Student Feedback Time! meeting (*Assistant Director*)

## Week 8

- IEOP Midterm Conferences
- Spring II testing and orientation
- IEOP Instructors' meeting
- TOEFL #1
- IEOP Student Assembly
- Feedback time!

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Submit midterm grades – AccessPlus (*Instructors*)
- Send students' TOEFL scores to the Office of Admissions and ISS (*Assistant Director*)
- Send TOEFL scores to students (*Business Officer*)
- Put midterm progress reports on the IEOP server (*Assistant Director*)
- Send students information about the third Practice TOEFL test (*LLC Coordinator*)

## *March*

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## Week 9

- TOEFL Practice #3

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send students information about the IEOP Student Meeting (*Students Affairs Coordinator*)

## *Spring break*

### Week 10

- IEOP Student Meeting

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)

### Week 11

- TESOL Conference, March 27-30

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send IEOP Admin Council meeting agenda (*Director*)
- Send students information about the fourth Practice TOEFL test (*LLC Coordinator*)

## *April*

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### Week 12

- LAS adviser office hours
- TOEFL Practice #4
- IEOP Admin Council Meeting

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Make copies of the IEOP Program Evaluation (*Business Officer*)
- Send IEOP Instructors meeting agenda (*Assistant Director/Director*)

### Week 13

- IEOP Instructors' Meeting

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send students information about the last Practice TOEFL test (*LLC Coordinator*)

Week 14

- TOEFL Practice #5

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Help students with TOEFL test registration (*Business Officer*)
- Send final grades instructions and week 16 work schedule (*Assistant Director*)
- Send students information about the End of Semester Reception (*Students Affairs Coordinator*)

Week 15

- End of Semester Reception

**Tasks:**

- Update Blackboard Grade Center - *last day of final In-Class Performance (Instructors)*
- Send teachers and students information about achievement tests (*Assessment Coordinator*)
- Put CEA folders in teachers' mailboxes (*Business Officer*)
- Send IEOP Faculty and Staff meeting agenda (*Director*)

## *May*

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Week 16

- IEOP Achievement tests
- Exit Level Portfolio grades due
- TOEFL #2
- IEOP Faculty and Staff Meeting

**Tasks:**

- Update Blackboard Grade Center - grades and comments (*Instructors*)
- Prepare CEA folders (*Instructors*)

## Week 17

**Tasks:**

- Submit final grades on AccessPlus (*Instructors*)
- Send students' TOEFL scores to the Office of Admissions and ISS (*Assistant Director*)
- Send TOEFL scores to students (*Business Officer*)
- Send list of students who passed the Exit Level Program to the Office of Admissions (*Assistant Director*)
- Put final progress reports on the IEOP server (*Assistant Director*)

## *June*

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## Orientation Week

- [IEOP Instructors' meeting](#)
- New and returning students check-in
- Placement and orientation for new students

**Tasks:**

- Send students information about bill payment (*Business Officer*)

## Week 1

- TSHC appointments for new students
- IEOP classes begin

**Tasks:**

- Request LMS course (*Instructors*)

## Week 2

**Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Put Class Syllabi and Emergency Lesson Plan on the IEOP Server by the end of the week (*Instructors*)

### Week 3

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send students information about the first Practice TOEFL test (*LLC Coordinator*)

### Week 4

- LAS adviser office hours
- TOEFL Practice #1

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)

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## *July*

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### Week 5

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)

### Week 6

- LAS adviser office hours

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Send final grades instructions and week 8 work schedule (*Assistant Director*)

### Week 7

- TOEFL Practice #2

#### **Tasks:**

- Update In-Class Performance Grade by the end of the week (*Instructors*)
- Help students with TOEFL test registration (*Business Officer*)
- Put CEA folders in teachers' mailboxes (*Business Officer*)
- Send IEOP Faculty and Staff meeting agenda (*Director*)
- Send teachers and students information about achievement tests (*Assessment Coordinator*)
- Send students information about the End of Semester Reception (*Students Affairs Coordinator*)

## Week 8

- IEOP Achievement tests
- IEOP End of Semester Reception
- TOEFL test
- IEOP Faculty and Staff meeting

### **Tasks:**

- Update Blackboard Grade Center - grades and comments (*Instructors*)
- Prepare CEA folders (*Instructors*)

## Week 9

### **Tasks:**

- Submit final grades on AccessPlus (*Instructors*)
- Send students' TOEFL scores to the Office of Admissions and ISS (*Assistant Director*)
- Send TOEFL scores to students (*Business Officer*)
- Put final progress reports on the IEOP server (*Assistant Director*)

## Deadlines

### Fall 2017

Task	Deadline
Class syllabi and emergency lesson plans on the server	September 1, 5pm
Midterm grades due	October 2, 5pm
Submit midterm grades (AccessPlus)	October 12, 5pm
Final grades due	December 19, 5pm
Exit Level portfolio grades due	December 11, 5pm
CEA folders due	December 19, 5pm
Submit final grades (AccessPlus)	December 19, 5pm

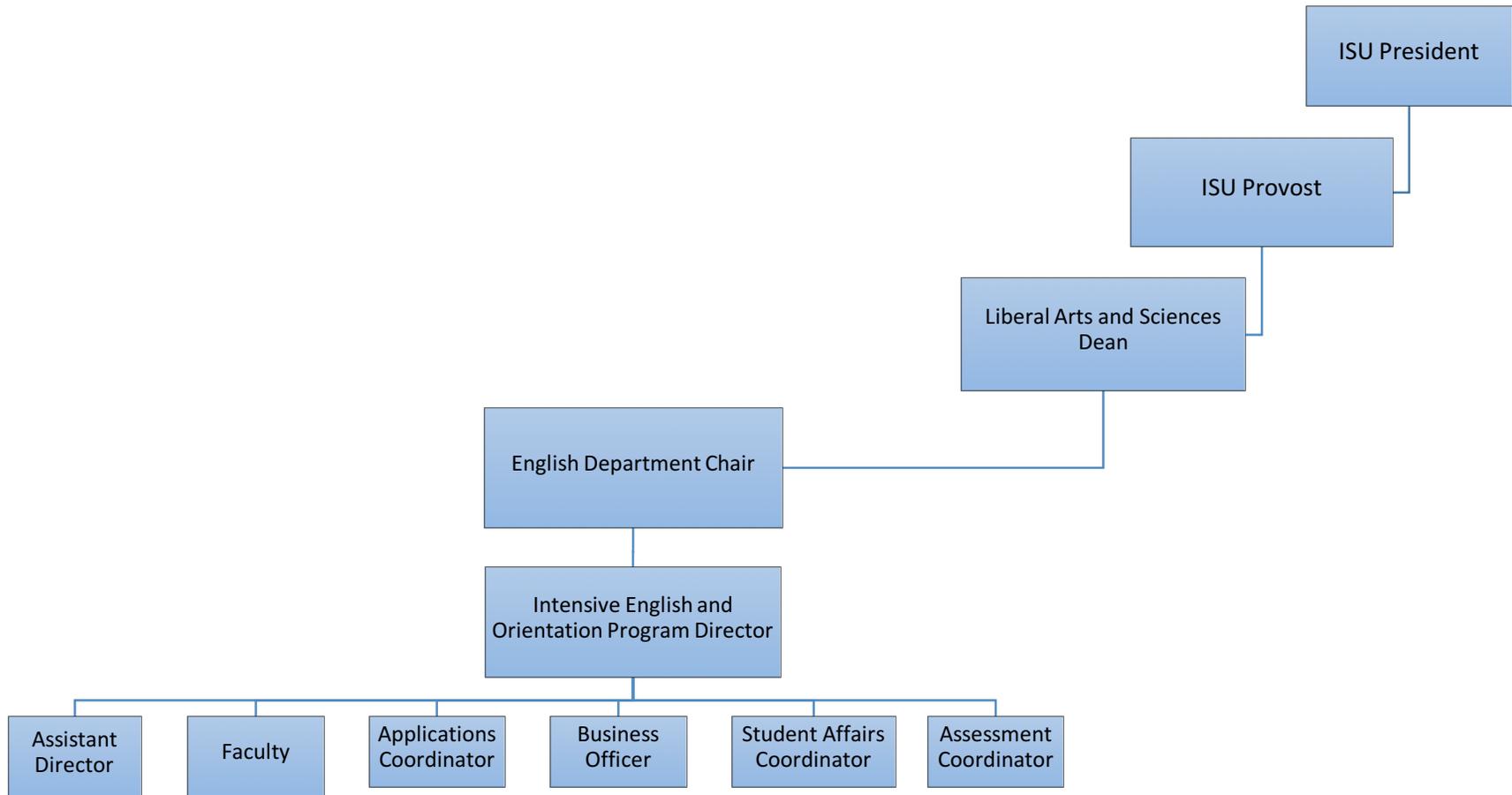
### Spring 2018

Task	Deadline
Class syllabi and emergency lesson plans on the server	January 19, 5pm
Midterm grades due	February 19, 5pm
Submit midterm grades (AccessPlus)	March 1, 5pm
Final grades due	May 8, 5pm
Exit Level portfolio grades due	April 30, 5pm
CEA folders due	May 8, 5pm
Submit final grades (AccessPlus)	May 8, 5pm

### Summer 2018

Task	Deadline
Class syllabi and emergency lesson plans on the server	June 15, 5pm
Final grades due	July 30, 5pm
CEA folders due	July 30, 5pm
Submit final grades (AccessPlus)	July 30, 5pm

# ORGANIZATIONAL CHART



# **IEOP ADMINISTRATORS**

## **Director of Intensive English and Orientation (IEOP)**

With the goal of creating a national model for language learning research and practice in higher education, the IEOP Director leads the Program in strategic planning, establishing mission, as well as setting and implementing policies. She leads the Program in working towards achieving its goals by upholding UCIEP's professional standards and seeking CEA accreditation. The Director also works with various departments, colleges, and offices across the university as well as regional, national, and international partners and serves professional organizations such as UCIEP, CEA, and TESOL as IEOP representative.

Additionally, the IEOP Director oversees the program's budget, hiring, curricula; conducts faculty and staff performance review and evaluation; and supervises the Assistant Director and program assistants. She also leads and supports faculty and teaching assistants in their commitment to the use of technology and research.

In a professor of Applied Linguistics and TESL Program capacity, the Director also teaches in the English Department; serves on various committees; engages in scholarship and professional services nationally and internationally; and contributes to English Department as a member of the department Administrative Council.

The IEOP Director holds weekly office hours. Faculty and staff are encouraged to drop by for formal and informal conversations. Faculty and staff receive an email regarding specific dates and times in the beginning of each semester.

## **Assistant Director**

The Assistant Director designs, develops, teaches, and evaluates a variety of ESL/EFL courses; gathers data to create midterm and final progress reports; assists teachers in implementing technology use in their classes and setting up their grade books in their Blackboard courses; as well as gathers, analyzes, and maintains data for program for CEA accreditation purposes. The Assistant Director's responsibilities also include helping implement IEOP's various assessments; training/mentoring new teachers / TAs and assisting other IEOP teachers as necessary; and assisting the Director with other program-related tasks such as organizing instructor meetings and working with program partners.

## **Business Officer/Office Coordinator**

The Business Officer holds a Program Assistant II position. Duties of this position include services as the business officer and office coordinator in IEOP. Following policies of ISU, the College of Liberal Arts and Sciences (LAS), and the Department of English, the position is specifically responsible for processing payroll and financial transactions as well as providing human resource information and services for faculty and staff of IEOP. Duties include coordinating administrative support and supervising a 50% Secretary I who serves as receptionist

and provides clerical support as well.

### **Admissions Officer**

The IEOP Admissions Officer holds a Program Assistant I position. The responsibilities of this position include coordinating the application/admission process for direct and conditional applicants with the Iowa State University Office of Admissions and the Iowa State International Student and Scholars office (ISS I-20/DS-2019 source). The Applications Officer responds to inquiries about the program, application and admission that are received by phone, e-mail, IEOP website referral or by personal visit. The Admissions Officer answers all inquiries regarding costs, housing, insurance, university services, and assists enrolled students by answering non-academic questions or directing the student to the appropriate source for assistance. The Admissions Officer obtains information for use for creating budgets and arrangements for special program groups that are new and non-traditional programs. The Admissions Officer schedules and arranges field trips, transportation or other out of class program activities. The Admissions Officer completes registration for all students for the current semester with the tuition and fees office (Office of the Registrar, ISU). The Admissions Officer assists with new student orientation and other non-class program activities.

### **Receptionist**

The IEOP receptionist answers the telephone, greets visitors, gives students directions, and provides clerical support for faculty and staff of IEOP. The receptionist's duties also include providing support to the Assistant Director of IEOP by reserving classrooms and rooms for special events during the semester. This position also serves as the textbook coordinator for the IEOP by ordering (adopting) textbooks for the semester and dispensing of textbook instructional materials/teaching supplies to the instructors. This position is responsible for preparing, distributing, and compiling reports for IEOP surveys and evaluations as well.

### **Student Affairs Coordinators**

The Student Affairs Coordinator for IEOP provides a central point for student concerns and issues generally related to attendance, especially as it affects academic success. The Coordinator assists students with various concerns relating to health, living conditions, and academic matters. The Coordinator continuously monitors student attendance, pinpoints issues, and investigates situations that cause student attendance to fall below 80%. Student Affairs Coordinator also provides a central point for teacher concerns about students, and follow-up with students and teachers relating to those issues. Student Affairs Coordinator provides an ongoing log of students who have utilized the Student Affairs Coordinator. The Student Affairs Coordinator also functions as liaisons between students and ISSO regarding issues with status. A member of the faculty often serves in this position.

The student affairs coordinator is also in charge of student mixers and major events lead by the program. S/he would work with the staff to coordinate food, supplies, and venue for the events. S/he is provided a budget from the Director and is in charge of creating the event and its components, advertising the event to students and faculty, and overseeing its completion. After the event, a report is generated and provided to the Director.

### **Language Learning Center (LLC) Coordinator**

The Language Learning Center (LLC) coordinator maintains the IEOP computer lab - keeping records, ensuring the computers and the printer are working properly, handling resource check out, serving as liaison to the technical support staff of the English Department, and responding to teachers' requests for lab-related assistance. The LLC coordinator also maintains the lab equipment for teachers and the students to provide working tools and a clean work environment. The LLC Coordinator also schedules, prepares for, proctors, and maintains student score reports for five practice TOEFL PBTs every semester; hires, trains, and schedules student assistants; conducts LLC orientation sessions for all new students at the beginning of every semester. A member of the faculty often serves in this position.

### **CEA Coordinator/Chair**

The CEA Coordinator is responsible for coordinating IEOP's CEA application and self-study, ensuring that the standards of the commission are upheld and carried out. The Coordinator is expected to head the committee in compiling self-study material, analyzing, summarizing, and writing up the material for accreditation. The Coordinator attends necessary workshops, conferences, and training sessions for CEA and acts as the point person for all CEA related questions. The CEA Coordinator is required to stay current on all standards, changes, and updates to the accreditation process.

### **Conversation Club Coordinator**

The conversation club coordinator is responsible for planning and carrying out twice a week meetings during the semester. Other responsibilities include making contacts and arrangements for all meetings, visits and tours, facilitator for all meetings / early arrival to ensure all is ready and late departure to ensure all is cleared, supervise the other conversation club leaders and coordinate communication among the leaders, and the necessary information, receipts and forms to the IEOP supervisors.

The coordinator position often requires the ability to make wise and responsible short notice decisions regarding meeting locations and activities.

### **Skills Area Coordinators**

Skill Area Coordinators are in charge of overseeing a particular subject of study (i.e. grammar, reading, writing...). They hold skill area meetings with members of the faculty monthly, or as agreed upon, are in charge of the achievement test creation, distribution, collection, and grading. The Skill Area members also work together to make changes to LOs and the curriculum as needed. At the end of the semester meeting they relay vital information pertaining to students scores and help decided any changes to pass/fail grades for the achievement tests.

## Assessment Coordinator

The Assessment Coordinator is charged with overseeing faculty made in-class assessments which are checked for reliability and validity and reviewed using practical language assessment techniques. All tests written by faculty that test an LO and will be used as part of the assessment grade must be verified and cleared through the Assessment Coordinator. The Assessment Coordinator is also responsible for creating and updating the in-class test bank which is a collection of approved in-class assessments that are available to IEOP instructors to use in their classes.

## Committees and Ad Hoc Work Groups

Depending on the needs at various times, IEOP has committees and ad hoc work groups that work on various initiatives that need to be undertaken. Below are the committees and ad hoc work groups formed for 2017-2018 Academic Year.

### Committees

#### Administrative Council

The Administrative Council is composed of the Program Director (chair), the Curriculum Committee Chair, the Assistant Director, the Student Affairs Coordinator, the Business Officer, and a faculty representative. Others such as the Admissions Officer and the CEA Coordinator are invited to meetings as necessary. The Council meets monthly to make hiring, budget, and policy decisions.

#### Curriculum Committee

The Curriculum Committee is composed of the Committee Chair and the skills area coordinators. They work on setting and refining curriculum goals, objectives, learning outcomes, as well as textbook evaluation and recommendation. They also answer inquiries from instructors about all areas of teaching the skill area in skill area meetings, collect, organize, and make supplementary materials available to instructors, and manage various aspects of the program assessments. Assessment responsibilities include creating and analyzing the effectiveness of placement, diagnostic, and achievement tests, leading the formative testing initiative, organizing testing materials, managing the proctoring and rating sessions, training teachers as raters, ensuring test security, and reporting test results.



## Ad Hoc Work Groups

When necessary, ad hoc work groups are formed to undertake various initiatives that become necessary in the Program.

# IEOP FACULTY AND STAFF

The IEOP faculty and staff are well-trained and experienced in the area of TESOL and all full-time faculty members hold at least a MA in TESOL or a related area. Find more information about the faculty and staff at <http://www.ieop.iastate.edu/>.

The faculty and staff are committed to the continuing success of the program. Faculty engage in professional development through coursework, research, publication, and active participation in international, national, and regional professional organizations.

IEOP faculty are promoters of independent student learning, serving as mentors, coaches, and facilitators. Because of their belief that learning is socially constructed, they take a collaborative approach to learning, and set up student-centered environments that engage and motivate students. They work to create positive classroom environments that build student self-confidence. Faculty are also monitors of student performance, giving feedback and important guidance during language learning that is key in the learning process.

## IEOP Meetings

IEOP faculty meet at least six times per semester as a group: the teacher report day meeting during orientation week and monthly meetings.

These meetings are held to allow instructors an opportunity to spend time as a group sharing information and ideas about the routine activities of the program:

- Housekeeping topics such as classrooms or labs
- Procedures for upcoming program events such as midterm and final progress reports, conferences, and special events
- Reports from the director, curriculum committee members and other instructors about program development
- Discussions regarding testing and procedures, student attendance, curriculum, standards, policies, and accreditation matters

The meetings also provide opportunities for professional development as such opportunities become available (although professional development presentations may be held at other times as well.).

Some of the regular meetings are tied to events on the program semester calendar, although they typically also include other topics:

- The second meeting is held on the Friday of the first week of class. The principal business of the meeting is class level changes; class changes are announced and reports are given on diagnostic activities or tests and on which they are based.

- The third meeting usually includes a review of the procedures for midterm grade reports and conferences.
- The fourth meeting is held on the afternoon of the student conference day. Teachers meet to share information and ideas gleaned from conversations with students and to discuss ways to deal with any issues that may have arisen.
- The final meeting is held during exam week and includes reviews of program activity during the semester in areas such as curriculum and orientation, and reminders of changes for the next semester, if any. The director may call additional meetings as needed.
- Other meetings deal with general instructor business, upcoming events (e.g., midterm reports), and professional development, etc.

All IEOP faculty and staff are expected to attend the first and last meetings of the academic year. At an earlier program meeting, the IEOP Director outlines the goals for the academic year. At a year-end meeting, the director will mention the program's accomplishments. Faculty and staff are encouraged to provide feedback and discuss how to improve different areas of the program. Staff attend other meetings as necessary.



# IEOP INSTRUCTORS DUTIES

## Before Classes Begin: Orientation Information

### New Student Orientation Schedule

Teachers are required to attend a faculty meeting the Monday prior to New Student Orientation on Tuesday. During the meeting the faculty will be alerted to any major changes and discussions will be held about the orientation schedule.

New students must check in at IEOP on Tuesday of Orientation Week (the week before classes begin) [on Thursday in Summer Session]. This is the New Student Orientation day and all faculty and staff are required to attend. When needed, Instructors will be called upon to actively participate in introducing any special activities they are in charge of or provide information to the new students about different aspects of the program. Instructors are encouraged to dress nicely for this meeting and show up on time, as it is the first time new students will see them. Official ISU Nametags should also be worn starting on this day and throughout the entire week's schedule. If an instructor loses or has not been given a nametag, they should see the Business Officer. Fees may apply for lost nametags.

On Wednesday, Thursday and Friday of Orientation Week, Placement Testing and Speaking Interviews are given for new students. There are also orientation activities. New students also complete several different interest forms (e.g., Business English class, test preparation class, Exit Class). All faculty are required to attend and participate, as scheduled, for the week's activities.

On Friday, returning students check in. At this time, they complete several different interest forms (e.g., Business English class, test preparation class, Exit class). Any new changes to the program are discussed at this meeting.

On Monday morning of the next week, students do numerous tasks that pertain to their individual schedules such as health checks and turning passports and paperwork to ISSO.

Often there are late returning students or new arriving students who need to be tested on this date. Instructors will be notified through their work schedule if they are needed on this day or not.

Tuesday morning, all students receive their class schedules, then begin their IEOP classes. Instructors will gather beforehand and help handout the schedules and answer questions students may have about their schedules, classrooms, or levels.

Instructors are responsible for having an open schedule from 8am – 5pm the week of orientation. Chances are that most instructors will not be needed for the full day, but if needed they should be available. Duties may change based on need and other unscheduled duties may be added (such as

rating tests) after one scheduled task is finished. A work schedule will be emailed to instructors or handout at the instructors meeting. It is imperative that you attend all of the scheduled events.

## Speaking Interviews

Two instructors perform the Speaking Interviews with the assistance of a video camera. One instructor will take the lead while the other runs the video camera and assists. A full Speaking Interview Orientation will be given to all new instructors before their first time administering the test.

The Speaking Interviews consist of 3 sections (interview questions, picture description, and graph interpretation). The lead instructor will ask the student 4 – 6 interview questions to determine a score (1 – 7). The second instructor will indicate what score they are giving to each question and the lead instructor can choose to ask a question on the same level, higher or lower level to determine a base line score. Once the base line score is determined through the interviews it is used to choose the questions for the last 2 questions (picture/graph). The scores are combined to determine the final score. All score sheets and videos are given to the Assistant Director.

## Textbooks

Textbook choices are decided by the Skills Area Coordinators. They select textbooks that cover as many Learner Outcomes as possible. Teachers are asked for input on how well the previous semester's book taught the LOs and that information is used to guide the program to make choices about which textbook. Currently, there are 3 textbooks for each subject and level (spring / summer / fall). Instructors may have to supplement the textbooks in order to cover all Learner Outcomes for their classes.

Instructors may obtain copies of the book prior to teaching from the receptionist or the Assistant Director. All textbooks must be checked out and then returned at the end of the semester.

Instructors will have access to a student book and, if applicable, a teacher's guide, CD/DVD, and any assessment materials. Some materials are provided by the publisher, please see the receptionist for passwords.

The textbook list for IEOP classes is not given out until placement has been finalized at the end of the



first week of classes. Instructors give out textbook lists to students on Friday of the first week.

During the first week of the semester, instructors should continue evaluating students to be sure that they have been placed in the correct level. Since textbooks will not be used until the second week of the session, they should use other material to do this.

## During the Semester

### Syllabi

Instructors write a syllabus for each of their classes. They should use the Syllabus Template (see Appendix C). Syllabi include the program mission statement, course goals, course components, course requirements, grading policy, attendance policy, lab days, classroom policies, and course schedule/calendar. They also list the Goals, Objectives, and Learner Outcomes for the course (See the IEOP Student Handbook, pages 48-71) and the requirements for passing and promotion to the next level, and suggestions for successful study. Instructors post their syllabi on the Server and make them available to students.

Syllabi should clearly list test dates and topics to be covered with corresponding dates. Instructors should avoid scheduling tests on the days that TOEFL iBT and IELTS are scheduled in the region (e.g., Des Moines, Kansas City, and Minneapolis). These dates are posted on the semester calendar and the Student Handbook (pp. 12-15).

### Announcements and Reminders

Instructors often make announcements and give reminders in their classes. Instructors should check their IEOP emails and mailboxes every day before going to class in order to receive any announcements or reminders they need to give to students.

Encourage students to check their ISU email and the Blackboard courses frequently for announcements and reminders as well.

### Supplementary Materials

The IEOP/TESL Library (LA 108A) has textbooks and reference books that instructors can use to supplement or create teaching material.

There is a Learner Outcomes Materials Bank in the Instructor Resource section of the IEOP E-Learning website <https://elearning.ieop.iastate.edu/>. This contains material that instructors develop every session to supplement the textbooks being used in their classes. These resources will be available in a Blackboard course in the Spring of 2017.

## Assessments

All faculty created in-class assessments, which will be used in the gradebook, must be turned into the Assessment Coordinator in order to be checked for validity and reliability. Any changes the Coordinator deems needed must be done before the assessment is to be given. All assessments must be provided to the Coordinator no less than one week before the test.

## Laptop Check-out

IEOP has four laptops available for classroom use by faculty/students. They must not be taken off campus, and must be returned by 4 p.m. the same day they are checked out.

- Log in with your email address and password.
- Each of these laptops has a dongle. Borrowers must replace lost dongles.
- Documents saved on laptop desktops will be erased as desktops are wiped clean after every reboot.
- Laptops are not set up to print.

IEOP also has four laptops that can be checked out for up to a week at a time, as available. Dongles must be checked out separately. These laptops are set up to print to the Ricoh copier in the mailroom. Documents must be saved to a thumb drive, the server (<smb://iastate.edu/las/engl>), or to a cyfile folder ([smb://dfs1.its.iastate.edu/cyfiles/your net ID](smb://dfs1.its.iastate.edu/cyfiles/your_net_ID)). Please ask the IEOP Business Officer in LA 102 for instructions on accessing your cyfile folder.

Please return all laptops with a full charge so they are ready to go for the next person.

If laptops are returned late, check out privileges will be suspended.

Please handle all of this equipment carefully, as if it were your own.

## Class Absences/Substitution

IEOP faculty uses the “Buddy System” for planned and emergency absences:

1. Each teacher needs to make an agreement with another teacher to help each other out for emergency subbing situations. The substitute must be current ISU employees or students.
2. It doesn't have to be the same teacher every day.
3. It could be a teacher who teaches in a nearby classroom, teaches the same level, or doesn't teach that skill at all.
4. Make sure you have a plan in place for each day of the week.
5. Be sure to have these people's phone numbers with you at all times.

## Planned Absences

If instructors know that they will be absent from a class, the following should be followed:

1. At least *two weeks* in advance, fill out the IEOP Request for PD Support or Instructor Absence Report.
2. If you are requesting PD money, this form must be submitted one month in advance.
2. Email the completed form to [ieop-admins@iastate.edu](mailto:ieop-admins@iastate.edu).
3. If a classroom change is necessary, send an email with high importance to your students and to [ieop-admins@iastate.edu](mailto:ieop-admins@iastate.edu).
4. The substitute teacher will post the Change of Classroom notice (the last page of the Instructor Absence Report).

## Emergency Absences

If instructors are ill or injured and cannot come to class, the following should be followed:

1. Call your “Buddy” teacher as soon as possible.
2. Email your lesson plans, have them use your emergency lesson plans, or discuss what the students will be doing that day.
3. If a classroom change is necessary, send an email with high importance to your students and to [ieop-admins@iastate.edu](mailto:ieop-admins@iastate.edu). Office staff will use this information to post a *Change of Classroom notice* for students who may have missed the email.
4. Within a week of your return fill out the *IEOP Request for PD Support or Instructor Absence Report*. Also replace your emergency lesson plan if it was used.

## Emergency Lesson Plans

Instructors need to make Emergency Lesson Plans for each of their classes to be used by the instructor who subs for them when they are ill.

These lesson plans should be of high-quality and accompanied by instructions about how to use them.

The lessons should be “free standing” activities that do not depend on textbooks; however, they must contribute to the Learning Outcomes being addressed at the time.

Instructors are asked to place their Emergency Lesson Plans on the Server and file copies in the box in the mailroom by the third week of classes. If one of their plans is used when they are absent, instructors must replace them immediately.

## Class Observations

The Director, Assistant Director, or a designated senior instructor may observe an IEOP instructor's class. The Director might observe the senior lecturers in the program and others on a drop-in basis. The Assistant Director or a designated senior instructor may observe other instructors in the program with advance notice of the visit. After the observation, the observer sends a written report about the observation to the teacher observed and to the director (see Appendix I). Schedules will be set up prior to the observation.

## Peer Observations

IEOP instructors should observe one class of one colleague's course in the spring semester. After the observation, they should send a "Thank you" letter to the instructor describing what they observed and reflecting on what they learned, including how their teaching may benefit from that learning. They should email copies of the letter to the Assistant Director and the Director. Since these letters may be used for faculty evaluations (e.g., annual reviews and reappointments), instructors should keep a copy of the letter in their files.

## TESL/Applied Linguistics Students

From time to time IEOP accommodates TESL/Applied Linguistics graduate students' needs for class observation and research. When necessary, the Director and/or the Assistant Director should be contacted and consulted. These observations are at the instructor's discretion and permission must be obtained prior to the observation.

## Learner Outcomes Diagnostic Testing

Diagnostic test is done during the first week of classes to confirm student placement. Instructors are required to administer said tests and schedules will be provided for rating. All testing and rating must be given by Thursday afternoon. At the second instructor's meeting, teacher's will have the opportunity to make suggestions about students who may need to be moved to another level. If changes are made, the Assistant Director will email the students to inform them that a move has been requested.

## In-Class Tests/Quizzes

Instructors give in-class tests and quizzes as appropriate to measure student progress, in particular on mastery of the Learner Outcomes for the course. The scores are included in the information that determines the students' course grades. All assessments (anything counted in the assessment category in the Blackboard Grade Center) must be collected by the teacher and turned in at the end of the semester (See End-of-the-Semester Duties). All assessments must also receive prior approval by the Assessment Coordinator. The assessment must be given to the

Coordinator at least one week before the test is to be given. The Assessment Coordinator will work with the instructor to ensure that the assessments are valid, reliable, and assess the LOs.

### Changing Classes or Levels

Changes in classes or levels are rarely made. If a change is needed, it is not made until after the first week of class. Instructors may suggest students move to another level ONLY at the second instructor's meeting at the end of the first week of classes. Even then, it is at the discretion of the Director and/or Assistant Director.

### Consolidated (Split Level) Levels

IEOP classes have up to 20 students that were placed in one level at the beginning of the semester. At midterm, more students might join the class; classes should not have more than 25 students. Classes should have a minimum of 8 students. If fewer than 8 students are placed into a level, they will join students in another level. Exceptions may be made if necessary.

Instructors teaching split-level courses should teach and assess the learner outcomes (LOs) for each of the levels. Students in split-level classes will be assessed based on the LOs for the level in which they were placed. It may be necessary for an instructor to utilize differentiated classroom tactics in order to cover all of the LOs within the semester.

Instructors teaching split-level courses will choose a textbook that addresses the needs of most of the students in the class. Activities and assignments should be selected based on the needs of the individual students and the levels in which they were placed.

It is important that instructors teaching split-level courses add the LOs for each level to their syllabi and explain to students how they will be assessed. Students need to understand that promotion to the next level will be based on their performance on in-class assignments and assessments as well as their achievement test scores at the end of the semester.

Decisions regarding how to divide students into split-level classes will be based on the levels of the students. Levels 1, 2, and/or 3 may be combined. This is likely to happen considering the low number of level 1 students in the program. Levels 5 and 6 may also be combined for the same reason.

When the budget allows, the program will make an effort to provide tutoring for students in split-level classes who need it.

## Grading

### Grading Criteria

IEOP students do not receive university credit for IEOP classes. They will receive a letter grade for each class they take in IEOP. These grades will be on their ISU transcripts permanently.

During the semester, students will do several in-class assignments and assessments. At the end of the semester, they will take the achievement tests. Below is a list of these components:

- In-Class Assignments and Assessments (70% of the final course grade)
- Achievement tests (30% of the final course grade)

Instructors use the grading scale below to calculate final course grades:

#### *Grading scale*

A	94-100%	B-	80-83.99%	D+	67-69.99%
A-	90-93.99%	C+	77-79.99%	D	64-66.99%
B+	87-89.99%	C	74-76.99%	D-	60-63.99%
B	84-86.99%	C-	70-73.99%	F	59.99% and below

Students need at least a “C” grade to pass the class and be promoted to the next level.

### In-Class performance

Instructors take attendance every day (See Student Handbook, pp. 22 and 23). Student’s In-Class performance grade will not be part of his/her final course grade. However, In-Class Performance grades are important for the students with an F-1 immigration status and may be used for program decisions such as whether or not a student should be on probation or be eligible for a recommendation from IEOP to take an ISU class.

Instructors use Excel spreadsheets to record and calculate students’ In-Class performance percentage. The Assistant Director will send instructors a template of the Excel spreadsheet by the end of the first week of classes. To help students keep track of their In-Class performance grade, instructors add the In-Class performance percentage to the Grade Center in their Blackboard course once a week.

### In- Class Assignments and Assessments

This includes both in-class assignments and assessments (See the Student Handbook, pp. 25 and 26 for examples of In-Class assignments and assessments).

It is imperative that instructors give a sufficient number of relevant assignments and assessments to assess students' mastery of the specified Learner Outcomes. Each LO should be formally assessed, at least once, during the semester.

In-Class assignments and assessments should be labeled clearly. All assignments and assessments need to be related to the Learner Outcomes for the level in which the student was placed. Instructors can ask students to answer textbook exercises or write a draft of an essay to practice writing. However, if in-class assignment/assessments are not graded and/or not related to the LOs, they should not be added to the Blackboard Grade Center or used in the calculation of course grades.

## Mid-terms

### Mid-Semester Progress Report/Mid-Semester Conferences

At midterm in Fall and Spring semesters students have a conference with one of their instructors to evaluate their progress in the first eight weeks and to discuss problems or concerns. Instructors will be responsible for filling out a Mid-Term Conference Report (located on the sever) with the pertinent information for each student they have been assigned to meet. Students should be given the Mid-Term Conference form on the Monday before the conference. Each conference should last between 5 – 10 minutes. Instructors are asked to finish all conferences before 11am as new student orientation and testing will occur at the same time as the conferences and instructors need to be available for rating. There will also be an instructor's meeting in the afternoon on the day of the conferences to discuss issues that arose, students who did not come, and discuss the coming weeks.

Instructors are also responsible for making sure there are grades in the Blackboard course Grade Center so that students can see their progress. Instructors are also responsible for completing the Mid-Term section of the gradebook which consists of:

- Comments - 150 words or less about how the student is performing in class. Instructors should try to be specific and constructive with their feedback and write in 3<sup>rd</sup> person. (Example: Juno has improved... vs. You/He has improved...)
- Assessed LOs – Simply write YES or NO to indicate whether or not the LO has been formally assessed in class
- Progress - Simply write YES or NO to indicate whether or not the student is making progress in class
- Students receive mid-semester progress reports from each of their instructors that contain information about in-class performance, assignments, and assessments. The conference is an opportunity for students to do a self-evaluation of their progress and to ask questions they have about the program, an instructor, a class or a textbook. Any of the issues students express at this time, should be brought up at the instructor's meeting later that afternoon.

## Learner Outcomes Formative Assessments

Throughout the semester, IEOP students take Formative tests in each of their classes. These indicate their progress in mastering the Learner Outcomes for the course. The scores are not included in the information that determines the students' course grades. However, if an instructor would like to count a Formative test as an assessment, they may do so, but need permission from the Assessment Coordinator. Instructors may also be asked to create formative tests for LOs which do not currently have formative tests associated with them.

## Late Arrival / Mid – Term Testing

A student who arrives late fills out an application form then takes it and his passport and I-20 to the Application Coordinator. Instructors may be called upon to help assist the Testing and Placement Coordinator in the testing/rating of Late Arrival and Mid-Term students.

## Institutional TOEFL

Students may take one or two IEOP Institutional TOEFLs during the semester (for an additional fee). The tests usually occur the day after Mid-Term conferences and the last day of classes. The test is optional, but students must maintain an 80% class participation score in order to take the exam. Instructors will be scheduled either from 8 – 10 or 10 – 12 to help proctor the TOEFL test. Often there are other scheduled duties during these days too, so instructors should have an open schedule.

A score report is prepared for each student and is also sent to the ISU Admissions Office, which determines if s/he is ready to begin academic course work. Official scores are sent to IEOP several weeks after the test.

Since this is an institutional TOEFL, the scores can be used only at ISU. They cannot be sent to other institutions of higher education.

Students who want information about the TOEFL iBT should contact Testing Services at the Student Services Building, 2<sup>nd</sup> floor, Room 2030, 515-294-5058.

## Program Evaluations

### Mid-Semester/Formative Class Evaluations

At Mid-Term, students complete formative evaluations of their classes. The purpose of this evaluation is to inform instructors about how students perceive their classes and teaching, for example, which activities students are most helpful and which activities students would like to see added to the class.

## **End of the Semester**

### **Learner Outcomes Achievement Testing**

At the end of each semester, students take Learner Outcomes achievement tests to determine how well they have achieved competency in the Learner Outcomes for each of their classes. Instructors are given instructions on how to properly administer these tests, the dates they should occur, and any procedures for rating. Instructors must make time during the Finals Week to help rate the Achievement Tests. Schedules will be provided to the instructors at least 1 week prior. All concessions are made to help accommodate individual schedules, but instructors should endeavor to not make appointments or plans during these weeks as some rating sessions occur during lunch or after regular IEOP classes.

### **Program and Teachers Evaluations**

#### **Program Evaluations**

##### *End-of-Semester Class/Instructor Evaluations*

At the end of the semester, students complete online class/teacher evaluations.

##### *End-of-Semester Program Evaluations*

Towards the end of each IEOP session, students fill out an online evaluation of the program. Instructors should encourage their students to be as specific as possible about what they liked or did not like about the classes, the conversation groups, and the out-of-class activities. Instructors are advised to take students to the lab and give them in-class time to fill out all of their evaluations.

## **After the End of Classes**

### **Final Progress Report-Final Grade**

Like the mid-semester progress report, the final progress report gives students feedback on their in-class performance, assignments, and assessments. In addition, it also indicates mastery of the Learner Outcomes as demonstrated by scores on the end-of-semester achievement tests. It also indicates placement for the next semester and a final course grade. Instructors need to complete ALL sections of the Final Report by the due date. In the rare instance where there is no data, simply write N/A.

On the form, four Learner Outcomes will be listed (five LOs for Business English and Exit Class), the scores received on the achievement tests (i.e., institutional assessment), and whether or not the outcome had been mastered based on the achievement tests. These scores will be emailed to instructors by the Assistant Director. These scores are also discussed at the final instructor's meeting of the semester. Instructors should indicate on their syllabus for each course

the learner outcomes to be focused on throughout the semester and how they will be evaluated. On the progress report, students receive a percentage of acquisition for each outcome and whether or not that percentage equals mastery.

## University Recommendations for ISU Admission

Students may request a recommendation to begin academic studies at ISU even though they do not have the TOEFL score required for admission (530 for undergraduates). Such a recommendation indicates to the ISU Office of Admissions that the student's English level is sufficient for university study.

Students are considered for recommendation if:

- They have taken the IEOP TOEFL exam.
- They need a 530 TOEFL score and have achieved 517 or higher.
- They are in at least one Level 5 or Level 6 class.
- They have at least a 90% In-Class Performance score in each class.
- They have at least a "B-" final course grade in each class.
- They have recommendations from most of their teachers.

Students are informed of these criteria during the orientation at the beginning of the semester.

Recommendations are decided at the end-of-the-semester instructors' meeting. Instructors are asked for their recommendations and grade information earlier so we can get the recommendations to Admissions as soon as possible.



# PHYSICAL FACILITIES

## Offices

IEOP is housed in Landscape Architecture (LA).

Director: LA 101

Assistant Director: LA 104

Application Officer: LA 103

Business Officer: LA 102

Receptionist: LA 103

Resource Office/Mailroom: LA 102A

The IEOP / TESL Library: LA 108C

Student Affairs: LA 105

IEOP Student Lounge: LA 108D

IEOP Language Learning Center: LA 106 and 107

IEOP Instructors' offices are in LA 105, 108A, 108B, and 204.

There is also lounge area for students and faculty outside LA 103.

There is a refrigerator and a microwave available for faculty and student use in the LA 108 hallway; there is a second refrigerator for faculty use in LA 102A. There are also a refrigerator and microwave for faculty and students in the upstairs hallway.



## Resource Office/Mailroom

The copy machine and printer, instructors' mailboxes, paper supplies, and a bulletin board for current academic information are found in the copy room (LA 102A). This is for use for all faculty, staff, and administration only, each of whom are provided a key to the room.

The first floor bulletin board on the staircase wall is used to post information for students.

## Classroom Space

Each session, IEOP is assigned classrooms by the ISU Space and Schedule Office. Students attend classes in a variety of buildings. IEOP requests media-ready, air-conditioned classrooms with a table-type set-up for writing classes and moveable desks for other classes although we do not always get them. On occasion, changes to the class schedule are made based on room availability.

## IEOP/TESL Library



The IEOP / TESL library (LA 108C) is available to IEOP faculty and staff, MATESL and Applied Linguistics faculty and graduate students. It has a wide variety of textbooks in all skills areas and a number of reference books, including books for elementary and Secondary ESL and for bilingual education. The books are categorized according to skill and listed by the author's last name. The resources are inventoried digitally. There is also a notebook listing books by title, author, and skill area.

IEOP instructors may borrow books needed for the current term. Books used as supplementary material are checked out for only a short period of time. All books must be returned at the end of the semester.

MATESL and Applied Linguistics faculty and students may borrow 3 items at a time for two weeks only.

To check out a book, borrowers print their names and email addresses or phone numbers and check-out date on the card inside the item (e.g., book). Place the card in the appropriate card file slot.

Instructors can recommend new books for purchase by IEOP and faculty who attend conferences should try to obtain examination copies of new books for the IEOP library.

### **IEOP Language Learning Center**

The IEOP Language Learning Center (LLC) is located in LA 106 and 107 (Landscape Architecture building). This language lab contains computers (dual platform computers: MAC and PC) and CDs for lessons such as TOEFL preparation and pronunciation. It also has a reading library from which students can borrow books.

The code for the LLC may be obtained from IEOP office or the LLC coordinator.

IEOP instructors may require that students complete lessons in the LLC, but all the materials there are available to all students.

Instructors are assigned lab days for each of their classes. Instructors will be sent an interest survey/email from the Assistant Director who assigns lab rooms. In the survey/email, instructors state how many labs they would like for a particular class and which day of the week they prefer. The Assistant Director makes every effort to meet the preferred days and choose labs that are located close to the regular classrooms, but it depends on availability. Instructors may choose to not take a lab if they wish. However, it is highly recommended for all writing classes.



## Blackboard Website

The IEOP Assistant Director oversees teaching resources on the IEOP Blackboard courses.

The Blackboard site is at <https://bb.its.iastate.edu/>. Much of which is password protected. IEOP instructors and students can use their ISU NetID and password to access the Blackboard courses. There will be an introduction to the Blackboard site during Orientation Week.

Instructors must utilize the Blackboard courses as a means to communicate with students, keep track of In-Class participation, grades, and upload materials for class. Instructors are encouraged to upload class materials onto the site so that students can download them. This decreases the number of copies needed per class (See Printing Policy) and allows students the opportunity to re-download materials they may need. It is also helpful for students who come in at Mid-Term to have access to materials used in the first 8 weeks of class.

### Blackboard Support:

1. Blackboard Technical Support Contact Info: [solution@iastate.edu](mailto:solution@iastate.edu).
2. Instructional Support Contact Info (for future training and teaching tips): [teach@iastate.edu](mailto:teach@iastate.edu).

*ISU Blackboard Resources:* <http://support.bb.its.iastate.edu/blackboard/for-instructors/>

## POLICIES AND PROCEDURES

The following are the responsibilities of all instructors (senior lecturers, lecturers, teaching assistants, etc.):

- Teach assigned courses (avoid class cancellations).
- Make contributions to the IEOP curriculum, especially in-class test construction (up to five hours per week).
- Fulfill duties of course release if assigned, making sure that the number of hours assigned to the course release has been fulfilled, and submit report on course release activities for the academic year.
- Complete an annual report on teaching and professional activities.
- Be prompt and accurate in making in-class performance reports on the Blackboard courses or Server according to due dates.

- Hold office hours (minimum of 2 hours per week) when students can discuss academic or other issues.
- Check email and IEOP mailbox daily for messages that need to go to students.
- Attend from beginning to end all staff and instructor meetings before, during, and after the IEOP session.
- Attend required staff development and in-service training sessions.
- Attend skills area meetings.
- Assist with program testing.
- Assist with testing of students who arrive late or at mid-term.
- Participate in the beginning of semester orientation the week before classes begin.
- Participate in mid-semester conferences and assessment in the fall and spring sessions.
- Help with the planning and implementation of special academic events.
- Assist with various tasks throughout the semester (e.g., textbook selection).
- Anticipate being on call for substitution for colleagues several weeks during the semester.
- Be responsible for getting your own substitutes for all non-emergency absences and follow outlined procedures for emergency absences.
- Making quality Emergency Lesson Plans in a timely manner (making hard copies and putting copies on the Server).
- Attend IEOP events as required.
- Complete in a timely and accurate manner midterm and final progress reports.
- Follow procedures for the administration of program evaluations and teacher/class evaluations.
- Follow handbook procedures.
- Participate cooperatively and collegially with all IEOP staff.
- Complete at least one Peer Observation each spring semester.
- Allow class observers if appropriate.
- Mentor MA TESL/AL graduate students and students in special programs if asked.
- Dress appropriately and professionally (see *Dress Code*)

IEOP faculty and staff should also be familiar with and follow the Department of English policies and the university policies.

English Department Faculty Handbook: [http://www.engl.iastate.edu/wp-content/uploads/DEF-Handbook-2016\\_1May17.pdf](http://www.engl.iastate.edu/wp-content/uploads/DEF-Handbook-2016_1May17.pdf)

ISU Faculty Handbook:  
<http://www.provost.iastate.edu/sites/default/files/uploads/faculty%20resources/policies/Faculty%20Handbook%20-%20January%202017%20-%20final.pdf>

***IEOP makes an effort to keep the information in this handbook current, but it is the faculty and staff responsibility to double-check for the latest version of the various policies and templates.***

## Instructor Support

Various support is offered to IEOP instructors:

### Receptionist/Program Assistant

- Assistance with classroom supplies
- Assistance with copy machine
- Assistance with getting instructor textbooks

### Assistant Director

- Issues related to textbook selection
- Questions related to classroom or Blackboard procedures
- Issues related to student placement or end-of-semester testing
- Issues related to class lists
- Assistance with attendance and other record keeping on the Blackboard courses

### Office Coordinator

- Assistance with payroll issues
- Assistance with professional development fund reimbursement

## Technical Support

Instructors may email [engl-LA-tech@iastate.edu](mailto:engl-LA-tech@iastate.edu) and describe the problem they are having. They will receive an automated reply saying that their request has been received. A technician comes to their offices as soon as possible to address the issue.

## ISU Sick Leave and Emergency Leave Policy

IEOP employees follow ISU sick leave and emergency leave policies described in the Iowa State University Policy Library ([www.policy.iastate.edu](http://www.policy.iastate.edu)).

Sick Leave “may be granted on satisfactory evidence of illness or injury presented to the employee’s supervisor or department manager.”

“Routine medical, dental, and optical appointments should be scheduled outside working hours. When impractical, occasional absences for such reasons may be charged to sick leave.”

Emergency Leave is “Not to exceed five days per calendar year (up to 40 hours for full-time employees) plus prior year carryover hours, if available, for the care of and necessary attention to ill or injured members of the employee’s immediate family.”

“For the purpose of this policy, immediate family is defined as and limited to the employee's spouse, children, grandchildren, foster children, step children, legal wards, parents, grandparents, foster parents, step parents, brothers, foster brothers, step brothers, sons-in-law, brothers-in-law, sisters, foster sisters, step sisters, sisters-in-law, 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.”

More information regarding eligibility, accrual, payout at retirement, transfers, conversion to vacation, pregnancy, and funeral leave is given in the ISU Policy Library.

## **Long Absences**

### **Long-Term Leave Due to Illness**

Faculty and staff are covered by the Family and Medical Leave Act (FMLA) described in the policy manual ([www.policy.iastate.edu](http://www.policy.iastate.edu)). Types of leave are family leave, medical leave, and service member leave. All are described in the ISU policy manual as to employee eligibility, notice and documentation, paid versus unpaid leave, and continuation of benefits. Links for information for other types of leave (e.g., jury duty, catastrophic illness) can be found at <http://www.hrs.iastate.edu>.

### **Long-term leave due to personal reasons (leave of absence without pay)**

#### *Non-faculty*

Requests for non-faculty leaves of absence without pay are to be submitted to departmental administrators. Except when covered by other university policy, based upon departmental needs, the department administrator has the discretion to grant leave for up to one year.

#### *Faculty*

Faculty may be granted a leave of absence without pay “for research or similar professional activity or for compelling personal reasons. A request for a leave is initiated by the faculty member and requires the approval of the chair, dean, senior vice president and provost, president and the Board of Regents.” For more information, see the [ISU Faculty Handbook](#) 4.5.3.

## **Critical Incidents and Crises**

An instructor who concludes from a conversation or journal entry that a student could possibly harm her/himself must contact the IEOP Director and Assistant Director immediately. A report of the incident will be written and dated. The director contacts the Student Counseling Service for advice and follows up with a call to the International Students and Scholars Office to inform them of the situation.

In crisis situations, IEOP follows University procedures:

- 1) If a student’s behavior poses a clear and present danger to self or others, ask the student for consent to accompany her/him to the Student Health Center or the student Counseling Service.

*Note:* If the student refuses to give consent, only a law officer may determine when Iowa Code 229 will permit the involuntary transportation and/or hospitalization of the student. Contact the Department of Public Safety (515) 294-4428) for assistance.

- 2) If the incident involves a personal injury and/or ingestion of a harmful substance or a threat of personal injury, contact the Department of Public Safety ((515) 294-4428). The security officer will determine whether the Student Health Center, an ambulance, or someone from Student Counseling Service should be contacted.

### Professional Development Funds

When the IEOP budget allows, up to \$1,000 maximum Professional Development Funds (PDF) are available to full-time IEOP lecturers to attend and present at one regional or national conference. The table below shows the specific allowable amount for each of these scenarios.

Type of Conference	Allocation
<b>Regional</b>	<b>\$500 Maximum</b> \$300 for attending (with proof of attendance) \$500 for presenting (with proof of presentation)
<b>National/International</b>	<b>\$1,000 Maximum</b> \$500 for attending (with proof of attendance) \$1000 for presenting (with proof of presentation)

PDF are also available to administrative staff members as necessary at the director’s discretion.

When the IEOP budget does not allow for PDF, the Program encourages professional development locally through the TESL/Applied Linguistics Program Technology for Second Language Learning (TSSL) annual conference, weekly brown bag symposia, as well as various other on campus workshops and conferences. The Program also hosts specialized workshops delivered to the whole program by specialists on and off campus. Such workshops include the “Aligning course goals, objectives, and assignments” workshop and the “Technology tools for language teaching” workshop.

Other professional development opportunities are provided by the [Center for Excellence in Learning and Teaching \(CELT\)](http://www.celt.iastate.edu/events-registration). A calendar of CELT events is available at <http://www.celt.iastate.edu/events-registration>.

Additional professional development funds are available through the College of Liberal Arts and Sciences (LAS) and the Provost's Office:

- Information about the LAS PDF may be obtained from Stacie Schaefer at [stacies@iastate.edu](mailto:stacies@iastate.edu).
- Information about the Provost's Office PDF is available at: <http://www.provost.iastate.edu/faculty-and-staff-resources/development>.

Professional development funds can be used:

- To attend regional or national/international conferences and/or workshops related to ESL instruction or SLA research.
- To join professional associations (i.e., membership dues).
- To pay for expenses associated with conference presentations (e.g., handouts, poster display materials, etc.).

If funds are to be used for something other than specified above, permission of the Director is required.

### PDF Request Procedure

To request for PDF, a Travel Authorization Form needs to be submitted at least one month before the travel date. The form is available on the Program Server or from the Program Assistant in LA 102.

To seek reimbursement: submit travel, lodging, and dining receipts to the Office Coordinator. Whatever cannot be reimbursed by IEOP is tax-deductible.

## Conference Expenses

Registration	Registration can be paid by the IEOP Business Office
<b>Transportation (e.g., airfare)</b>	Transportation can be paid by the IEOP Office
<b>Lodging, Meals, Parking, Mileage</b>	Pay for these and then get reimbursed.
<b>Employee Reimbursements</b>	To get reimbursement, follow the IEOP General Reimbursement Guidelines

(See IEOP Program Assistant in LA 102).

## Resource Purchases

Provide the Business Officer with detailed information about the books or software to be purchased so that they can be purchased with the IEOP purchasing card. Requests should be made by the first of the month.

Note: The above payments come out of the approved travel allowance, not in addition to it.

## Copying Policies

As of fall 2015, IEOP copy policies (subject to change) are as follows:

- 1) Instructors' copies are limited to 75 copies per student per semester and instructors can only use the copier with their personal codes in LA 102A (the mailroom).
- 2) Instructors can only use the copier in the LA Building (mailroom). Instructors are not able to use the copy center for copies.
- 3) If an instructor is teaching a class for the English Department (e.g., ENGL 150), they must request a copy code from Stacie Schaffer and use the English department's copier to copy those materials.
- 4) If an instructor reaches his/her copy limit, the copier no longer makes copies for the instructor and he or she must meet with the Business Officer (LA 102) and the Director to resolve the situation.
- 5) If instructors reach their copy limit, they can still make copies but will need to pay by using their own funds for copies made (u-bill or going to copy center and paying with cash).
- 6) Testing and placement have separate copy codes from the number of copies printed for class use.
- 7) Office printers should be used for printing original sheets and must be for teaching purposes only (printers cannot be used to print multiple copies or for personal use).

8) Transparencies are located in the cabinet in LA 102A.

#### Helpful suggestions for reducing number of copies:

- Instead of making copies for each individual student, make fewer copies by doing group activities (groups of 2 or 3). This would cut copies considerably.
- Use the Blackboard course to post resources and worksheets instead of printing and copying.
- Use the Elmo (overhead) for computer projection of activities and quizzes instead of making copies for each student; have students use their notebook paper and collect them to grade.
- Use Blackboard to create quizzes and tests in your class.

### Copy Center

When an instructor reaches their copy limit and must use the Copy Center, the following policy should be followed:

Fill out the copy center ticket (in the mailroom next to the printer) and deposit it in the box outside LA 102. Orders can also be sent in online at the ISU Printing and Copy Services website <http://www.print.iastate.edu/printreq.aspx>.

Pick-up is at approximately 9:30 a.m. and 2:30 p.m. during the Fall and Spring semesters. During the summer (May – mid-August) you must call 294-7072 for pick-up. Allow twenty-four hours for turn-around time, although it can be faster. When copies are returned, they will be put in your mailbox.

### Student Use of Copiers

The IEOP copier is for IEOP employees only. Students should not use it, but should go to the Memorial Union or the Parks Library instead.

### Language Lab Printer

Instructors may not use the lab printer because it is supported by SASCAC/CAC funds and is to be used by students only.

### Copying Guidelines

[The guidelines reprinted below are an adaptation of the actual copying guidelines agreed to by the Association of American Publishers and The Author's League of America with minor editorial changes.]

The purpose of the following guidelines is to state the minimum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying may not be permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

### *I. Single Copying for Teachers*

A single copy may be made of any of the following or any part thereof by or for any faculty or staff member at his or her individual request:

- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay or short poem, whether or not from a collective work;
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

### *II. Multiple Copies for Classroom Use*

- Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the faculty giving the course for classroom use or discussion, *provided that*:
- The copying meets the following tests of brevity and spontaneity as defined below; *and*,
- Meets the cumulative effect test as defined below; *and*,
- Each copy includes a notice of copyright

### *Definitions:*

#### *Brevity*

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.  
[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

- (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- (iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

#### *Spontaneity*

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

#### *Cumulative Effect*

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term.  
[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

### *III. Prohibitions as to I and II above*

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying may not be used to create or to replace or substitute for anthologies, compilations or collective works. A prohibited replacement or substitution occurs regardless of whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
  - substitute for the purchase of books, publisher's reprints or periodicals;
  - be directed by higher authority; or

- be repeated with respect to the same item by the same teacher from term to term.
- No charge may be made to the student beyond the actual cost of the photocopying.

Source: <http://copyright.lib.utexas.edu/clasguid.html>

## IEOP Server

The IEOP Server contains important information about IEOP. To access the IEOP Server, an instructor's net ID needs to be sent to Tech Support at [http://engl-LA-tech@iastate.edu](mailto:engl-LA-tech@iastate.edu) directly or through the Business Officer.

Instructors can access the server by doing the following:

1. Click on "Go" at the top of the MAC screen.
2. Click on "Connect" to Server.
3. Enter the server address <smb://iastate.edu/las/engl>
4. Click on "Teaching".

The server is only available through a campus computer. In some instances, it is possible to get offline access. One seeking offline access should contact Tech Support and arrange an appointment. In some cases, the computer in question will be needed.

## Server Content

Instructors should explore various folders. Key folders for new teachers include:

### 1) Handbooks

[Faculty Handbooks and Students Handbook]

This folder contains an electronic version of the Faculty Handbook.

The most up-to-date version of the Student Handbook can be found on the IEOP website and the Server.

### 3) Syllabi

[Teaching Syllabi]

This folder contains copies of the syllabi by instructors in previous semesters.

Instructors are required to put a copy of their syllabi in the Syllabi folder and the sub-folders with session date and skill area. Title each syllabus in the following manner:

- Skill area
- Level
- Section
- Instructor's name (last, first)

- Semester

E.g., G2A Smith Mary F15

3) Class Placement

[Teaching and Class Lists & Placement]

This folder contains information about the classes that each IEOP student was assigned to for that session.

4) Semester Schedule

[Teaching and Semester Schedule]

This folder contains electronic copies of semester schedules, which list important dates and events throughout a semester.

5) Emergency Lesson Plans

[Teaching and Emergency Lesson Plans]

This folder contains electronic copies of Emergency Lesson Plans.

Post your Emergency Lesson Plans here. If your lesson involves additional materials, contact the Assistant Director with the procedure for making these materials available to your substitute.

### **Grant Support**

IEOP faculty and staff are encouraged to apply for grants with assistance when necessary.

### **Task Release Report**

Some IEOP instructors work on different tasks instead of teaching a class in IEOP. If an instructor has a task assignment, s/he needs to fill out a Task Release Report (See Appendix H) and send it to the Assistant Director by the last day of Finals Week.

### **Non-Instructional Policies**

#### **Dress Code**

IEOP faculty and staff members are expected to dress professionally while they are at work and while they are representing IEOP off campus. “Professional” dress includes slacks and shirts with collars for men, and skirts, dresses, slacks, capri pants (longer than knee length and made of a fabric suitable for dress pants), dress jeans, and appropriate blouses/sweaters for women (minimal cleavage exposed). In all cases, both males and females need to be able to sit down, bend over, and reach up while remaining covered both in front and back – so nothing too low or too short. Shorts or sportswear are not permitted for both men and women. Ties are not necessary for men.

## Alcohol / Smoking Ban

No alcohol is allowed at IEOP-sponsored events. Smoking is strictly prohibited campus wide and at all ISU events.

## Hospitality Fund

Instructors are asked to contribute to the hospitality fund, which provides funds for flowers for hospitalizations, deaths, etc. for faculty and staff members of the LAS. The Office Coordinator handles contributions.

## Emergency Shelter

There is an emergency shelter on the ground level of the Landscape Architecture building. It is located near the drinking fountain. Several buildings across campus are also equipped with shelters in case of storms, tornadoes, or other natural disasters.

## Emergency contact number

Cell phone numbers and other contact information should be provided to the Business Officer in case an emergency arises on campus and the program needs to make contact.

## Security

Due to expensive and sensitive equipment and supplies, such as computers, servers, etc., instructors are asked to keep all doors to offices, computer labs, cabinets, and storage units, locked at all times. If you are the last person to leave the office, make sure the doors are locked behind you.

## Weather & Classes Policy

IEOP follows Iowa State University's policy and practice. That is, IEOP classes are only cancelled if the university cancels the classes. More information is available at <http://www.policy.iastate.edu/policy/weather/>.

If IEOP classes are cancelled, instructors should follow the procedures outlined above (See "Class Absences/Substitution").

# **SUPPLIES**

## **Classroom Supplies**

Within reason, IEOP provides classroom supplies (e.g., colored paper, markers, large tablets of paper, glue sticks, pipe cleaners, etc.) for class projects and IEOP student events. Classroom supplies, such as chalk, markers, and erasers are provided to each classroom and checked by university staff. If teachers want/need specific items, they may ask the Business Officer or purchase the items themselves.

## **Office Supplies**

IEOP does not provide office supplies (paper tablets, pens, grade books, staplers, etc.). Instructors must provide their own.

## **FAX**

When sending a business FAX, wait for the report to print and put it into the Business Officer's mailbox. All FAXes must be IEOP related and no personal FAXes are permitted.

Do not send FAXes on behalf of students. If a student wishes to send a FAX, send the student to the Business Officer or the Application Coordinator for IEOP-related FAXes. Student personal FAXes are not permitted but inform them of Copy Works located in Campus Town.

## **Trash/Recycling**

Due to smells and pests, instructors are asked to dispose of food wastes and other trash, not paper, in wastebaskets located in the hallways of all floors. If the trash has not been disposed of in a timely manner, let the Office Coordinator or Secretary know.

A recycling bin is located on the ground floor of the Landscape Architecture Building for white paper and confidential papers (anything that could be identified, such as an ID number, name, or personal information) that needs to be shredded. Please remove all metal (i.e. staples and clips).

# IEOP FACULTY HIRING AND EVALUATION

## Lecturers

Hiring is the collective responsibility of the Director, Assistant Director, and the Administrative Council. Depending on the needs, IEOP hires/appoints lecturers and instructors on a semester or yearly basis, part-time or full-time. In some cases, the appointment can be for multiple years, following the universities policies. The Program's needs vary from year to year and even from semester to semester. Every effort is made to rehire lecturers in the subsequent semester and/year. Senior lecturers are typically appointed (and reappointed) for three-year terms.

Although the principal function of IEOP faculty is teaching, they may have a variety of assignments, such as administrative duties and committee work. Depending on the volume and recurring nature of the work, some are given course releases while others carry out some tasks as volunteer service. All faculty hires are approved by the English Department Chair, to whom the IEOP Director reports.

### *Qualifications required for new core faculty:*

- Masters' degree in Teaching English as a Second Language or closely-related field
- Experience in teaching ESL

### *Preferred qualifications:*

- Two plus years of experience teaching adults
- International teaching experience

## Annual Reviews

Following the university and English Department policies, all IEOP faculty undergo annual reviews by calendar year, conducted by the Director, the English Department Associate Chair, and the coordinators of the areas in which IEOP faculty also teach. For the evaluation, faculty submit a self-evaluation narrative, student evaluations from classes they taught the previous year, peer and supervisor observation reports, an updated CV/resume, a summary of the year's successes and weaknesses, all task assignments, and PD performed throughout the year. All lecturers undergoing annual reviews will receive a copy of the report by the end of the semester.

If a lecturer undergoing an annual review believes that the review has been unfair or less than thorough, he or she may appeal the review in writing to the Director and the Associate Chair for an opportunity to meet with them to discuss the review. If the matter cannot be resolved, the faculty member may file a grievance with the LAS College.

### Formal Reappointment Reviews

Per English Department policy (see [Department Handbook](#), pp. 39 -45), in every sixth semester of teaching for the department, lecturers will undergo a formal reappointment review unless they file written notice that they do not wish to seek reappointment. When a formal reappointment review occurs, it will supersede that year's annual review.

### Advancement Review

After twelve semesters of teaching for the department, lecturers may be eligible for advancement to senior lecturer. Advancement is based not only upon performance but also upon staffing needs of the department and LAS policies. According to university policy, lecturers denied advancement to senior lecturer remain eligible for employment.

### Senior Lecturers Review

Appointment of senior lecturers is dependent upon the Program's and Department's curricular needs. Term of appointment: two to five years. Specific areas of teaching expectations appear in each senior lecturer's Position Responsibility Statement (PRS).

### Reappointment

Reappointment reviews for senior lecturers and adjunct professorial faculty are conducted during the penultimate year of their contract. When a formal reappointment review occurs, it will supersede that year's annual review.

For information regarding criteria for reappointment, advancement review, review teams, and materials to submit, see the English Department Faculty Handbook [https://www.engl.iastate.edu/wp-content/uploads/DEF-Handbook-2016\\_1May17.pdf](https://www.engl.iastate.edu/wp-content/uploads/DEF-Handbook-2016_1May17.pdf)

### IEOP Staff Hiring and Evaluation

The Office of University Human Resources Iowa State University posts job listings at [www.iastatejobs.com](http://www.iastatejobs.com) and they oversee the process of the advertising, posting, interview, selection and hiring of professional and scientific, and merit staff, with the help of human resource liaisons throughout the various colleges and departments. Applications are made

through the website and routed for selection and approval to the appropriate supervisors or search committee members.

Information about classifications and compensation, as well as benefits and many other topics, is available at [www.hrs.iastate.edu](http://www.hrs.iastate.edu).

## Evaluation

Evaluation of P&S and merit employees is covered under “Performance Management.” For information go to <http://www.policy.iastate.edu/policy/ps/perf/management/>.

## Teaching Assistants

IEOP regularly hires graduate students, some of whom are English as additional language speakers, from TESL/Applied Linguistics Program that has high admission standards that include:

- 3.00 or higher GPA;
- Writing assessment;
- Assessment of spontaneous spoken English (for English as additional speakers); and
- minimum English Proficiency of:

TOEFL Paper (PBT)	600
TOEFL Internet (iBT)	100
IELTS	7.0
PTE	53

Additionally, all teaching assistants must have had at least two years of prior teaching experience.

Teaching assistants are closely mentored in the program, usually by the Assistant Director or a senior lecturer in IEOP.

## Conflict of Interest

IEOP faculty and staff must stay up-to-date with the university’s Conflict of Interests policies. According to the *Faculty Handbook*, "Conflicts of interest include conflicts arising out of personal relationships, family relationships, and those arising out of activities outside of work" (see section 7.2.2.1 for policies involving conflicts of interest in these areas; [http://www.provost.iastate.edu/sites/default/files/uploads/faculty\\_resources/policies/Faculty\\_Handbook - January 2016 - final.pdf](http://www.provost.iastate.edu/sites/default/files/uploads/faculty_resources/policies/Faculty_Handbook_-_January_2016_-_final.pdf)).

## FERPA

IEOP faculty and staff are FERPA compliant and must stay up-to-date with FERPA policies. FERPA (Family Educational Rights and Privacy Act) is a law that was passed in 1974. According to FERPA, students have four specific rights as a student at Iowa State University:

- To see the information that the institution is keeping on them.
- To seek amendment to those records and in certain cases append a statement to the record.
- To consent to disclosure of their records.
- To file a complaint with the FERPA Office in Washington.

According to FERPA, Faculty and staff of Iowa State University have the legal responsibility to protect the confidentiality of students' educational records. Student information is only available to faculty and staff if it is necessary to complete their responsibilities as university employees.

FERPA applies to all educational agencies or institutions, including Iowa State University, which receive funds under any program administered by the Secretary of Education. FERPA governs what may be released but does not require that any information be released. For more information go to the following website: <http://www.registrar.iastate.edu/policies>.



# APPENDIX

## Appendix A: Committee and Ad Hoc Groups Members

### [ieop@iastate.edu](mailto:ieop@iastate.edu)

Business Officer (Iskramer)  
Admission Officer (ieopisu)

### [ieop-admins@iastate.edu](mailto:ieop-admins@iastate.edu)

Director (beckett)  
Assistant Director (ksilva)  
Business Officer (Iskramer)  
Admission Officer (ieopisu)

### [ieop-all@iastate.edu](mailto:ieop-all@iastate.edu)

Director (beckett)  
Assistant Director (ksilva)  
Business Officer (Iskramer)  
Admission Officer (ieopisu)  
Instructors (jaymew, jbhouse, jbrink,  
joancham, kvermulm, mbarratt, sarahm,  
hschmidt)

### [ieop-chat@iastate.edu](mailto:ieop-chat@iastate.edu)

Director (beckett)  
Assistant Director (ksilva)  
Business Officer (Iskramer)  
Instructors (jaymew, jbrink, joancham,  
kvermulm, mbarratt, sarahm, hschmidt)

### [ieop-instructors@iastate.edu](mailto:ieop-instructors@iastate.edu)

Director (beckett)  
Assistant Director (ksilva)  
Instructors (jaymew, jbhouse, jbrink,  
joancham, kvermulm, mbarratt, sarahm,  
hschmidt)

### [ieop-lect@iastate.edu](mailto:ieop-lect@iastate.edu)

Director (beckett)  
Assistant Director (ksilva)  
Instructors (jaymew, jbhouse, jbrink,  
joancham, kvermulm, mbarratt, sarahm,  
hschmidt)

### [ieop-lo-team](#)

Curriculum team members (jaymew, jbrink,  
joancham, kvermulm)

### [ieop-list-speak@iastate.edu](mailto:ieop-list-speak@iastate.edu)

Listening and Speaking instructors

### [ieop-grammar@iastate.edu](mailto:ieop-grammar@iastate.edu)

Reading instructors

### [ieop-reading@iastate.edu](mailto:ieop-reading@iastate.edu)

Reading instructors

### [ieop-writing@iastate.edu](mailto:ieop-writing@iastate.edu)

Writing instructors

## Appendix B: IEOP Faculty & Staff

### Intensive English and Orientation Program

phone 515-294-3568  
fax 515-294-2125  
e-mail [ieop@iastate.edu](mailto:ieop@iastate.edu)  
website <http://www.ieop.iastate.edu/>

### International Students and Scholars Office (ISSO) - Room 3242/3248 Memorial Union

phone 515-294-1120  
website <https://www.isso.iastate.edu>  
appointments <https://appointments.isso.iastate.edu/>

### Thielen Student Health Center

phone 515-294-5801  
website <http://www.cyclonehealth.org>

### Department of Public Safety

phone 911 (for emergencies)  
phone 515-239-5133 (for off-campus non-emergencies)  
website <http://www.police.iastate.edu>

## IEOP FACULTY AND STAFF INFORMATION

### Administrative Staff

Director: Gulbahar Beckett  
Landscape Architecture (LA) 101  
Ross Hall 353 R  
Phone: 515-294-9987  
Fax: 515-294-2125  
Email: [beckett@iastate.edu](mailto:beckett@iastate.edu)

Assistant Director: Karina Silva (Class related questions)  
Landscape Architecture (LA) 104  
Email: [ksilva@iastate.edu](mailto:ksilva@iastate.edu)  
Phone: 515-294-5339

Program Assistants:

Linda Kramer (U-Bill)  
Landscape Architecture (LA) 102  
515-294-8405  
Email: [lskramer@iastate.edu](mailto:lskramer@iastate.edu)

Larry Laursen (Visas / Housing)  
Landscape Architecture (LA) 103  
515-294-1163  
Email: [llaursen@iastate.edu](mailto:llaursen@iastate.edu)

Student Affairs  
Coordinator:

Jayme Wilken (Problems / Questions)  
Landscape Architecture (LA) 105  
515-294-3568  
Email: [jaymew@iastate.edu](mailto:jaymew@iastate.edu)

## Appendix C: Syllabi Template

Intensive English and Orientation Program  
Fall 2016

### *IEOP Mission Statement*

*In collaboration with ISU and global partners, IEOP provides exemplary academic, professional, and everyday English language instruction as well as American cultural orientation for students, teachers, and other visiting professionals. IEOP also supports and collaborates with the ISU community in second language research, professional development, and intercultural education.*

## Course Name

### *Syllabus*

Instructor:	
Email address:	
Telephone:	
Office:	
Office hours:	
Class times and locations:	
Textbooks and required materials:	

<Course overview>

### **Curriculum goals for <Skill> Level <Number>**

(See the IEOP Student Handbook for course goals, objectives, and learning outcomes)

- 1.
- 2.
- 3.
- 4.

### **Course Objectives**

- 1.
- 2.

### **Learning Outcomes**

By the end of the course, you should be able to...

- 3.
- 4.
- 5.
- 6.

### **Course Information**

In-Class Performance:

<Add your class info here.>

You can check your In-Class Performance in our Blackboard Course at <https://bb.its.iastate.edu>.

Assignments:

<Add your class info here.>

Assessments:

<Add your class info here.>

<Add a statement about pop quizzes, if applicable.>

All assessments are listed in the “Tentative Schedule” (see below). Make sure you are present on those days. If you miss an assessment because of an illness or another emergency, you must notify the teacher immediately to make arrangements for making up the assessment. Otherwise, you cannot make up the assessment.

Please note that it might not be possible for to make up all assessments.

### **Course Policies**

<Add your policies here.>

### **Evaluation criteria**

Although you do not receive university credit for IEOP classes, you will receive a letter grade (see grading scale below) for each class you take in IEOP. These grades stay on your ISU transcripts permanently.

During the semester, you will do several in-class assignments and assessments. At the end of the semester, you will take the achievement tests. Below is a list of these components:

- In-Class Assignments and Assessments (70% of the final course grade)
- Achievement tests (30% of the final course grade)

You need at least a “C” grade to pass the class and be promoted to the next level.

We will use the grading scale below to calculate final course grades:

*Grading scale*

A	94-100%	B-	80-83.99%	D+	67-69.99%
A-	90-93.99%	C+	77-79.99%	D	64-66.99%
B+	87-89.99%	C	74-76.99%	D-	60-63.99%
B	84-86.99%	C-	70-73.99%	F	59.99% and below

## University Policies

### *Academic Dishonesty*

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students

Office: <http://www.dso.iastate.edu/ja/academic/misconduct.html>

*Note:* If you have questions regarding plagiarism or how to cite your sources appropriately, contact me before submitting your paper.

### *Disability Accommodation*

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at [www.dso.iastate.edu/dr/](http://www.dso.iastate.edu/dr/). Contact SDR by e-mail at [disabilityresources@iastate.edu](mailto:disabilityresources@iastate.edu) or by phone at 515-294-7220 for additional information.

### *Dead Week*

Regular ISU classes follow the Iowa State University Dead Week guidelines as outlined in <http://catalog.iastate.edu/academiclife/#deadweek>

### *Harassment and Discrimination*

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email [dso-sas@iastate.edu](mailto:dso-sas@iastate.edu), or the Office of Equal Opportunity and Compliance at 515-294-7612.

### *Religious Accommodation*

If an academic or work requirement conflicts with your religious practices and/or observances,

you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity and Compliance](#).

*Contact Information*

If you are experiencing, or have experienced, a problem with any of the above issues, email [academicissues@iastate.edu](mailto:academicissues@iastate.edu)

**Tentative Schedule**

Please note that this is a tentative schedule. You will be informed if the teacher needs to make changes. Changes will be highlighted.

<i>Week</i>	<i>Dates</i>	<i>Topic(s)</i>	<i>Assignments and Assessments</i>	<i>Reminders</i>
1	August 22-26			<i>Tuesday, August 23: First day of classes</i>
2	August 29-September 2			
3	September 5-9			<i>Monday, September 5: No classes</i>
4	September 12-16			
5	September 19-23			
6	September 26-30			
7	October 3-7			
8	October 10-14			<i>Monday, October 10: Midterm Conferences Tuesday, October 11: TOEFL PBT Tuesday, October 11: Student Assembly</i>
9	October 17-21			
10	October 24-28			
11	October 31-November 4			
12	November 7-11			
13	November 14-18			
	November 21-25	<i>Thanksgiving break: No Classes</i>		
14	November 28-December 2			

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15	December 6-10	
16	December 12-16	<i>Monday and Tuesday, December 12 and 13: Achievement Tests Thursday, December 15: TOEFL PBT</i>

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## Appendix D: Lead Proctor's Guide to Diagnostic Testing

Test Preparation (Before you let students into the testing lab):

1. Arrive 30 minutes before the test begins.
2. Make sure that you bring any needed testing materials (i.e. Student logins and passwords, headphones, handouts, and student tickets).
3. Keep testing tickets in a secure place to ensure test security.
4. Set up computers by logging into the computers and opening a Firefox browser to the testing site: test.ieop.iastate.edu
5. Review proctor roles and assign roles to begin the proctoring procedure.
6. Read the testing instructions and make sure that you understand them so that you can give instructions to students.

### **TESTING PROCEDURE:**

Lead Proctor Instructions to Students (In the hallway, Outside of the testing lab)

Say, "IN A FEW MINUTES, YOU WILL BE TAKING AN ONLINE TEST. TURN OFF YOUR CELL PHONES. LEAVE CELL PHONES IN YOUR BAGS OR SET THEM IN THE DESIGNATED PLACE AT THE FRONT OF THE TESTING LAB AND YOU WILL GET YOUR CELL PHONE BACK WHEN YOU FINISH THE TEST. BAGS AND BACKPACKS WILL BE LEFT IN A DESIGNATED AREA IN THE ROOM. CELL PHONES AND ELECTRONIC DEVICES ARE PROHIBITED DURING TESTING. IF YOU TAKE OUT A CELL PHONE OR OTHER ELECTRONIC DEVICE DURING THE TEST, IT WILL BE CONSIDERED CHEATING."

1. Have 1 Proctor (Might be Lead Proctor) at the door to check student's university IDs with the testing roster. After verifying the student's name on the roster with their university ID, proctor 1 will give the student their testing ticket with the instructions "DO NOT BEGIN ANY TEST AND DO NOT FLIP OVER YOUR TESTING SHEET UNTIL YOU ARE INSTRUCTED TO DO SO."

\*2. Have Proctor 2 assign each student a computer (please try to seat student every other seat if possible and have the instructor do random seating).

3. Proctor 3 makes sure that students leave their backpacks at the front of the room and ask students to turn off their cell phones and put them in the cell phone box or designated place in

the classroom. (\*In a 2 Proctor classroom, there should be a cell phone box and a place where students leave their backpacks indicated to them.)

4. Once all of the students are seated, the Lead Proctor reads the testing instructions.

Say, “PLEASE DO YOUR OWN WORK. IF YOU COPY SOMEONE ELSE’S WORK, IT IS CONSIDERED CHEATING. THERE IS NO TALKING DURING THE TEST, IF YOU TALK TO ANOTHER STUDENT DURING THE TEST, IT WILL BE CONSIDERED CHEATING. IF YOU HAVE A QUESTION AT ANY TIME, PLEASE RAISE YOUR HAND AND ONE OF THE TEACHERS WILL ASSIST YOU WHEN POSSIBLE. YOU CANNOT HAVE ANY OTHER WEBSITES OR COMPUTER APPLICATIONS OPEN DURING THE TEST. IF YOU DO, IT WILL BE CONSIDERED CHEATING. DO THE BEST YOU CAN ON THE TEST. WHEN YOU FINISH ALL OF THE TESTS, PLEASE RAISE YOUR HAND AND A TEACHER WILL ASSIST YOU.”

5. After reading the testing instructions to the students, have students **1<sup>ST</sup>**: INTO THE TESTING WEBSITE BY ENTERING THEIR USER NAME AND PASSWORD (PAUSE), **2<sup>ND</sup>** UNDER COURSES CLICK ON IEOP TESTING (PAUSE), **3<sup>RD</sup>** CLICK ON ACHIEVEMENT TESTS (PAUSE), **4<sup>TH</sup>** CLICK ON THE \_\_\_\_\_ (You fill in the semester/year/skill) ACHIEVEMENT TESTS (PAUSE), **5<sup>TH</sup>** FLIP OVER THEIR TESTING TICKET AND BEGIN THEIR TESTS.

6. Once instructions have been given and the majority of students have entered the test, other proctors may assist any students that have trouble logging in or finding the tests. Remember that as the Lead Proctor, you are responsible for guiding the majority of students getting to the test while other proctors can assist students that may become lost.

7. When students finish their tests the proctor needs the student to show them that they have submitted all of their tests and then collect the testing tickets and any other testing handouts.

#### PROCTORING GUIDELINES:

1. Make sure that students are on task and are not cheating (SEE Teacher instructions to students). It is important for Proctors to walk around the room and make sure students do not have other windows, web browsers or programs open.

2. If you or any Proctors find any students cheating, close their test immediately, ask them to leave the testing lab after collecting their ticket and/or electronic device and report it to an LO team member.

**CHEATING DEFINED:** Student intentionally opens a program after being warned by a proctor once (EX: Student opens Microsoft word, one time is warned by a proctor but decides to open it again) or student blatantly is copying another student’s work, copying the test, talking to another student, is watching a video on another website other than the testing website, taking pictures or

using an electronic device in any way that compromises the security of the test or uses an electronic device to aid them on the test, etc.

3. Write down and report any testing feedback (especially any testing problems) to an LO Team Member.

4. Make sure no Proctor is chatting with students or other Proctors (talking can be disruptive to students that are testing).

5. Make sure no Proctor is helping students with answers (We are assessing what students know and not what students know with teacher help.).

6. If there is an emergency during the administration of the test (ex: a student needs their test reset) please contact the Testing and Placement Coordinator (cellphone #: \_\_\_\_\_) or the LO Coordinator (cellphone #: \_\_\_\_\_).

7. As Lead Proctor, use your discretion for allowing students arriving late to take the test. If a student arrives too late to take the Achievement Test (more than 30 minutes late), as a policy they need to go to the Landscape Architecture building to find the Testing and Placement Coordinator.

8. Once students begin to finish the test, a Proctor must make sure that students have completed all tests for the skill level before they can leave. If there is more than 30 minutes left on the proctoring schedule and it is not necessary to have so many Proctors to manage the lab, you may release Proctors individually as needed to go and help rate tests. Please document who you released and the time that they left your testing lab. Have them check in with an LO Team Member in LA 204.

THANK YOU FOR YOUR HELP AND COOPERATION!!

## Appendix E: Proctor Roles & Responsibilities

1. All Proctors arrive 30 minutes before the test begins.
2. Check-in with the Lead Proctor and help bring tickets, handouts, and headphones as needed. Bring extra pens/pencils
3. Turn on all computers, log into as many computers as students in your session (+1), open Firefox web browser, enter the URL for the tests: test.ieop.iastate.edu
4. Proctors should follow the lead proctor's instructions to ensure a clear and effective testing environment.
5. Help students if they have trouble logging into the testing website or taking the online tests. Example: Make sure that the student is trying to take the correct skill and level of the test if they say that the password is not working.
6. To help testing run smoothly, walk around the lab and make sure that students have only 1 web browser open to the test with no other tabs open, no programs (word, excel, etc.) are open, students are doing their own work, and they are on task.
7. Collect all tickets and handouts before students leave the room.
8. FOR TEST SECURITY: If at any time you see a student unintentionally open another program (Microsoft word), give them 1 warning. After the 1 warning if the offense happens again or if you see blatant cheating (Copying another student's work, coping test items, etc.), tell the students that they must leave the lab because they were not following testing rules, collect their testing ticket, sign them off the computer, and report the incident to the Lead Proctor.

### General Testing Guidelines:

- No Cell phones, email, additional browsers, or tabs.
- Proctors should be circulating to observe the computer screens during test administration.
- Please refrain from talking with other proctors. Even whispers can be distracting.
- If the number of students decreases so that the number of proctors is too many, the lead proctor can dismiss a proctor to change roles and join the rating group. Proctors are to complete the number of hours scheduled either as proctor or rater.

## Appendix F: Diagnostic Testing Procedures

**CEA Standard 9:** Student Achievement

**Coordinator:** Testing and Placement Coordinator, Learner Outcome Coordinator

**Assistants:** Learner Outcome committee members, Teachers

**Dates (if applicable):** During Orientation Week of the Fall and Spring semesters.

**Overview/Purpose:** To assess student's knowledge and mastery of the Learner Outcomes before beginning course work. To determine whether or not new students have been placed into the correct levels. If a student passes 3 out of 4 of the outcomes for that level, they can be promoted to the next level.

### **Procedure:**

- Students take the Diagnostic Tests at the level they are placed into.
- Diagnostic Tests are computerized and given in a Computer Lab.
- At least two teachers are assigned as proctors for each Computer Lab. One teacher is the Lead Proctor who receives training.

### Set-Up

- The Testing and Placement Coordinator works together with the Assistant Director to procure Computer Lab space around campus during Orientation Week.
- Based on the Computer Lab availability, the Testing and Placement Coordinator creates a testing schedule for the Diagnostic Testing.
  - A Teacher Work Schedule is created that includes both Proctoring duties and Rating duties.
    - The full-time Teachers are assigned the same amount of work hours. The part-time teachers and TAs are assigned fewer work hours.

### Testing Procedures

- The Testing and Placement Coordinator creates attendance lists for the tests and puts them in the Lead Proctor's mailbox. Also, the Proctoring Instructions and Door Sign is also placed into the Lead Proctor's mailbox.
- The proctors arrive 20 minutes early to the Computer Lab to set up the computers.
  - They log on to the computers using the 100 IEOP log-ins created for our testing purposes.
  - The proctors open the web browser and bring up our testing webpage.
- When the proctors are ready, they let in the students.
  - One proctor checks the student IDs and compares it to their attendance list.
  - Each student is given a Test Ticket which contains the instructions and the password for their level tests.
  - The students have to leave their bags at the front of the room. They also have to turn their cell phones off and leave them in their bags or at the desk in the front of the room.

- The second proctor assigns students to a computer.
- The students complete all of the tests in their level within two hours.
  - When the students are finished, they raise their hand and a proctor comes over to check that all of their tests have been submitted.
  - The student turns in their Test Tickets and is able to leave.

### Rating

- Many of the Diagnostic Tests are rated by trained teachers.
- The Learner Outcome committee members lead the rating for the skill that they are assigned to. They train the teachers who are assigned to rate that skill's tests.
- Training for Extended Production Tasks consists of reviewing the assessment rubrics, use of one or more sample student productive tasks.
- Extended Production Tasks are double-blind rated. If the two raters do not agree, a third rater is used to determine the student's score.
- The Learner Outcome committee members compile the test results and give them to the Testing and Placement Coordinator and the Learner Outcome Coordinator.

### Analyzing Diagnostic Test results

- If a student masters (at 70% or higher) 3 out of 4 Learner Outcomes, they are allowed to move up one level for Grammar, Reading, and Writing. In Listening/Speaking, the students only take 2 Diagnostic Tests. If a student masters both of those tests, the Testing and Placement Coordinator looks back over the student's Speaking Interview results and video. If their speaking results are higher than the level the student was initially placed into, then the student is allowed to move up one level in Listening/Speaking.
- The Testing and Placement Coordinator edits the Placement File based on the Diagnostic Test results. The level is changed for the students who have been promoted.

### **Equipment/supplies needed:**

- Computer Lab
- Diagnostic Tests on Moodle
- Test Handouts
- Test Rubrics
- \*Lead Proctor Instructions
- \*A Lead Proctors Guide to Diagnostic Testing
- \*Proctor Roles and Responsibilities
- \*Door Sign
- \*Test Ticket Template
- Attendance Lists

\*files in Diagnostic Testing Procedures Folder

## Appendix G: Annual Review and 3<sup>rd</sup> Year Reviews

### Annual Reviews:

For your annual reviews, please submit the following information. Please also watch for emails from the English Department Associate Chair and read them carefully as policies may be revised from the ones included in this Handbook.

- **Updated Vita**
- **Self-evaluation statement**

On three double-spaced pages or less, provide the following:

1. A summary of your teaching during the year 2017 (classes you taught and anything in your evaluations you feel should be highlighted or addressed)
2. A reflection of what went well, what did not go according to plan, and how you are going to either implement successful techniques in other classes or avoid some of the less successful teaching moments. Try to include aspects of your teaching that went well and you feel others would benefit from.
3. A "what's next" section where you talk about your future plans vis-a-vis the department (where you see yourself this year, courses you would like to tackle, contract questions, etc.) and indicate how we can be of help to support you.

### Senior Lecturer 3<sup>rd</sup> Year Reviews:

When you are up for your 3<sup>rd</sup> year review, please submit the following materials (Per Department of [English Faculty Handbook](#)). Please also watch for emails from the English Department Associate Chair and read them carefully as policies may be revised from the ones included in this Handbook.

- **Updated vita**
- **Self-evaluation statement** (four pages maximum)

On four pages or less, provide the following:

1. A summary of your teaching during the previous year (classes you taught and anything in your evaluations you feel should be highlighted or addressed).
2. A reflection of what went well, what did not go according to plan, and how you are going to either implement successful techniques in other classes or avoid some of the less successful teaching moments. Try to include aspects of your teaching that went well and you feel others would benefit from.

3. A "what's next" section where you talk about your future plans vis-a-vis the department (where you see yourself this year, courses you would like to tackle, contract questions, etc.) and indicate how we can be of help to support you.

- **Up to two sets of course evaluations per year over the period being reviewed** (selected to represent the candidate's teaching assignments during that time) **and a grade-distribution summary** for each set of evaluations

We have access to all electronic evaluations, so you won't need to worry about these. If you are including any paper evaluations, please hand them in to Stacie Schaefer in English Department.

- **Letters of support based upon observations of teaching**

- **Teaching portfolio (maximum 25 pages) that includes**

- Statement of teaching philosophy
- Sample syllabi
- Sample assignments
- Teaching materials created by the candidate

Please submit all materials (except for paper evaluations) electronically to Stacie Schaefer ([stacies@iastate.edu](mailto:stacies@iastate.edu)) and follow these naming conventions:

YOURLASTNAME\_FIRSTNAME\_vita2017.docx

YOURLASTNAME\_FIRSTNAME\_self-evaluation2017.docx

YOURLASTNAME\_FIRSTNAME\_supportletters2017.docx

YOURLASTNAME\_FIRSTNAME\_teachingportfolio2017.docx

Alternatively, you may submit just one document that includes all the other documents.

YOURLASTNAME\_FIRSTNAME\_advancement\_review2017.docx

#### Lecturer 3<sup>rd</sup> Year Reviews:

For 3<sup>rd</sup> year reappointment review, please submit the following materials (per Department of [English Faculty Handbook](#)). Please also watch for emails from the English Department Associate Chair and read them carefully as policies may be revised from the ones included in this Handbook.

**- Updated vita**

**- Self-evaluation statement (three pages maximum)**

On three pages or less, provide the following:

1. A summary of your teaching during the year previous year (classes you taught and anything in your evaluations you feel should be highlighted or addressed)
2. A reflection of what went well, what did not go well according to plan, and how you are going to either implement successful techniques in other classes or avoid some of the less successful teaching moments. Try to include aspects of your teaching that went well and you feel others would benefit from.
3. A "what's next" section where you discuss your future plans vis-a-vis the department (where you see yourself this year, courses you would like to tackle, contract questions, etc.) and indicate how we can be of help to support you..

**Six sets of course evaluations** (selected to represent the candidate's teaching assignments during the period of review) **and a grade-distribution summary** for each set of evaluations

We have access to all electronic evaluations, so you won't need to worry about these. If you conducted paper evaluations, please turn them in to Stacie Schaefer in English Department.

**- Letters of support based upon observations of teaching**

**- Teaching portfolio (maximum 20 pages) that includes**

- Statement of teaching philosophy
- Sample syllabi
- Sample assignments

Please submit all materials (except for paper evaluations) electronically to Stacie Schaefer ([stacies@iastate.edu](mailto:stacies@iastate.edu)) and follow these naming conventions:

YOURLASTNAME\_FIRSTNAME\_vita2017.docx

YOURLASTNAME\_FIRSTNAME\_self-evaluation2017.docx

YOURLASTNAME\_FIRSTNAME\_supportletters2017.docx

YOURLASTNAME\_FIRSTNAME\_techingportfolio2017.docx

Alternatively, you may submit just one document that includes all the other documents.

YOURLASTNAME\_FIRSTNAME\_advancement\_review2017.docx

### **Advancement Reviews:**

Per Department of [English Faculty Handbook](#), after twelve semesters of teaching for the department, lecturers may be eligible for advancement to senior lecturer. If you wish to seek an advancement review, please submit the following material. Please also watch for emails from the English Department Associate Chair and read them carefully as policies may be revised from the ones included in this Handbook.

#### **- Updated vita**

#### **- Self-evaluation statement (four pages maximum)**

On four pages or less, provide the following:

1. A summary of your teaching during the year 2017 (classes you taught and anything in your evaluations you feel should be highlighted or addressed).
2. A reflection of what went well, what did not go according to plan, and how you are going to either implement successful techniques in other classes or avoid some of the less successful teaching moments. Try to include aspects of your teaching that went well and you feel others would benefit from.
3. A "what's next" section where you talk about your future plans vis-a-vis the department (where you see yourself this year, courses you would like to tackle, contract questions, etc.) and indicate how we can be of help to support you as an important department member.

**- Eight to ten sets of course evaluations** (selected so as to represent the candidate's teaching assignments during the period of review) **and a grading-distribution summary** for each set of evaluations. (For lecturers regularly teaching fewer than six sections per year, the number of sets of teaching evaluations submitted may be adjusted accordingly.)

*Note that the LAS College requires that departments report in each candidate's dossier student evaluation scores for "Overall Instructor" and "Overall Class" for all of the courses taught by the candidate in the past five years. This information should be submitted in a tabular format.*

We have access to all electronic evaluations, so you won't need to worry about these. If you are submitting any paper evaluations, please turn them in to Stacie Schaefer in English Department.

**- Letters of support, including observations of teaching, professional development, and service.** At least one letter should be from a tenured or tenure-track member of the English department; letters from learning community collaborators are also strongly encouraged.

**- Teaching portfolio (maximum 25 pages), including:**

- Statement of teaching philosophy
- Sample syllabi, sample assignments, and sample course materials created by the candidate
- Examples of student work (optional)
- Analysis of course evaluations (optional)

Please submit all materials (except for paper evaluations) electronically to Stacie Schaefer ([stacies@iastate.edu](mailto:stacies@iastate.edu)) and follow these naming conventions:

YOURLASTNAME\_FIRSTNAME\_vita2017.docx

YOURLASTNAME\_FIRSTNAME\_self-evaluation2017.docx

YOURLASTNAME\_FIRSTNAME\_supportletters2017.docx

YOURLASTNAME\_FIRSTNAME\_teachingportfolio2017.docx

Alternatively, you may submit just one document that includes all the other documents.

YOURLASTNAME\_FIRSTNAME\_advancement\_review2017.docx

## Appendix H: Task Release Report

Your Task Release Title: \_\_\_\_\_

Your Name: \_\_\_\_\_

### *(1) Tasks Performed*

<b>Fall 2015</b>	
<b>Explanation</b> <i>(please provide information about what the task involved and any helpful information on how to perform the task)</i>	<b>Approximate Number of Hours Involved</b>

<b>Spring 2017</b>	
<b>Explanation</b> <i>(please provide information about what the task involved and any helpful information on how to perform the task)</i>	<b>Approximate Number of Hours Involved</b>


***(2) Challenges Encountered***

***(3) Recommendations for Structure of Course Release for Next Year***

***(4) Concerns about the current IEOP Course Release set-up and possible solutions to alleviate these concerns***

***(4) Additional Comments***

## Appendix I: IEOP Instructors Observation Form

Instructor \_\_\_\_\_

Course \_\_\_\_\_

Peer/Observer \_\_\_\_\_

Date and Time \_\_\_\_\_

Lesson components:

Review Section	Description/Comments
<p><b>1. SUBJECT MATTER CONTENT</b>                      (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	
<p><b>2. ORGANIZATION</b>                      (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time)</p>	
<p><b>3. RAPPOR</b>                      (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	

<p><b>4. TEACHING METHODS</b>  (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	
<p><b>5. PRESENTATION</b>  (establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	
<p><b>6. MANAGEMENT</b>  (uses time wisely; attends to student interaction; demonstrates leadership ability; maintains discipline and control)</p>	
<p><b>Review Section</b></p>	<p><b>Description/Comments</b></p>
<p><b>7. SENSITIVITY</b>  (exhibits sensitivity to students' personal culture, gender differences and disabilities; responds appropriately in a non-threatening, pro-active learning environment)</p>	
<p><b>8. ASSISTANCE TO STUDENTS</b>  (assists students who ask for help or clearly need assistance; checks to see if students are on track or not)</p>	
<p><b>9. PERSONAL</b>  (exhibits self-confidence; maintains professional comportment and appearance)</p>	

<b>10. PHYSICAL ASPECTS OF CLASSROOM</b>	
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(location, physical attributes of classroom, number of students in attendance)

Strengths Observed:

Suggestions for Improvement:

Overall teaching effectiveness: