

This HANDBOOK provides essential information on regulations and procedures. It is a compilation of policy and procedure statements from a variety of departmental, College and University documents. It is intended as a guide to fulfilling the responsibilities associated with appointment to an Associate Instructorship (AI). The role of Associate Instructor (AI)/Graduate Assistant (GA) is a part of the educational experience of many graduate students. The teaching skills acquired will be important to career success. Those with other careers than involving teaching in mind, will find that during their teaching experiences, they have acquired such transferable skills like communication and leadership abilities, which are essential to every profession.

References

Indiana University Registrar

Schedule of Classes, official calendars, and electronic rosters

<http://www.registrar.indiana.edu>

Indiana University Academic Guide

Guide to policies on the Bloomington campus. See especially Sections C (on student appointments) and Section H (on instructional responsibilities)

<http://www.indiana.edu/~arthist/graduate/AIGA.pdf>

Indiana University Academic Handbook

Handbook for university-wide policies. See especially Section II on academic appointees.

<http://www.indiana.edu/~vpfaa/>

OneStart

<http://onestart.iu.edu>

Teaching Guide

Teaching methods, preparation, and environment; Teaching Services; Teaching Workshops and Conferences

<http://teaching.iub.edu/>

Instructional Support Services (ISS)

Evaluation Services and Testing; Campus Instructional Consulting; Campus Writing Programs; Campus Technology Services; Teaching Resources Center (TRC); Writing Tutorial Services (WTS); Teaching and Learning Technology Centers (TLTC).

<http://www.indiana.edu/~iss/units.shtml>

ASPECTS OF EMPLOYMENT

Terms of Employment

An AI (Associate Instructor) or GA (Graduate Assistant) appointment requires full-time enrollment (minimum 6 credit hours each semester) as a graduate student in the Department of Near Eastern Languages and Cultures.

Appointments are normally for one semester and renewable at the discretion of the Chair and faculty of the Department.

The workload for a 50% FTE appointment is 20 hours per week.

The fee remission is 21 credit hours for most appointments. 50% FTE appointments include 30 credit hours of fee remission per year. Insurance is provided if the appointment is 37.5% or higher.

To be eligible as an AI or GA, the student must maintain a semester cumulative GPA of 3.5 or higher. The student may not have any incomplete (I) grades for the courses he/she takes or has taken previously at IU.

The student must pass an AI English exam if required.

'Graduate Admissions and Student Affairs Committee' makes the recommendations for AI and GA appointments. Appointments are normally made for one semester.

Renewals will be considered and approved if the student is making satisfactory progress on the degree and has performed the duties of an AI or GA in a satisfactory manner as can be illustrated by the reports of Classroom observation and Mid Term evaluations and BEST evaluations, and the report of the Director of Language Instruction.

Satisfactory progress towards a graduate degree is determined by the Director of Graduate Studies and/or student's Graduate Advisory Committee if it is established.

Probation in any semester will lead to discontinuation of financial aid beginning in the following semester of enrollment.

Termination procedures are described in detail in the *Indiana University Academic Guide*.

Duties each semester begin from the first day of the Orientation Period (normally held the week before the first day of school) and continue through the final examination period. It is the appointee's responsibility to respond immediately to notification of duties which are assigned in this document, or may be sent by email during the academic year as needed. It is imperative of the appointee to check his/her email on a daily and regular basis.

Appointment Procedures and Regulations

SELECTION AND RENEWAL

Graduate Admissions and Student Affairs Committee of the NELC Department considers all applications and renewals for AI and GA appointments. For renewals, the Committee makes its recommendations to the Chair of Department based on (a) the teaching reports presented to them by the Director of Language Instruction based on the individual teaching files of the AIs. The files contain class observations records, Mid Term evaluations and BEST evaluations.

- (b) a GPA of 3.5 or higher for semester and satisfactory progress in graduate studies
- (c) no Incomplete grades

WORKLOAD REQUIREMENTS

An international student may not work over 20 hours (which is the AIship hours). A domestic student may work over 20 hours, but must obtain the permission of the DGS and the Chairman of NELC.

EMPLOYMENT VERIFICATION ELIGIBILITY

Federal and university regulations require that all appointees verify their eligibility for employment in the United States. All students regardless of citizenship status must complete an I-9 form before paychecks are released.

The following seem to be the easiest documents for students to produce (*uncertified copies are not acceptable*):

1. US Passport or;
2. Foreign Passport with attached Employment Authorization or;
3. Driver's License and Social Security Card (must have both) or;
4. Driver's License and Birth Certificate (must have both).

University regulations also require that all appointees, regardless of citizenship status, complete the Application and Agreement for Employment as a Student Academic Appointee.

AI ENGLISH EXAM

All international students on appointment, whose native language is not English, are **required to pass** the Test of English Proficiency for AI Candidates (TEPAIC) before they begin their teaching assignments. This examination is administered by the Center for English Language Training (CELT).

The TEPAIC is given officially four times a year: early January, mid-April, late August, and mid-November. International AI candidates should sign up in person in Memorial 313 with Karla Reynolds during the two-week period before each exam. AI candidates who enter IU in Fall Semester 2010, or later must meet minimum TOEFL requirements before they register for the TEPAIC. For either the Paper-based TOEFL (PbT), the Computer-based TOEFL (CbT), or the Internet-based TOEFL (IbT), candidates must have minimum scores in the following three areas: the overall TOEFL score, the sub-scores, and (on both the PbT and CbT) the essay component. **Students who do not pass the TEPAIC will not be permitted to teach and their appointment will be cancelled.**

INSURANCE

If the AI or GA appointment is at the 37.5% FTE (full-time equivalent) level or higher, the student is eligible to enroll in a Student Academic Appointee health insurance plan that is fully funded by the campus. No additional premiums are necessary unless coverage for a spouse or dependent is added.

AI MAIL

All AIs and GAs will have a mailbox located in the Departmental Office in Goodbody 102. Boxes should be checked daily.

E-MAIL

All students should establish an e-mail account as soon as possible. Information on obtaining a Network ID (included in the required technology fee), which provides access to e-mail and other computing services, can be found at <https://itaccounts.iu.edu>

ID CARD

To obtain a student ID card, visit Campus Card Services (IMU, upstairs in the IU Bookstore and Eigenmann Hall downstairs, 1910 E 10th Street, 855-8711). Network IDs and student ID cards are available only after students have registered for classes. By depositing a sum of money, a Campus Access account can be established here. This account allows students to use duplicating machines and other university services across campus.

DIRECT DEPOSIT

Indiana University requires that all appointees have funds electronically deposited directly to the checking or savings account of their choice. Enrollment forms are included in the AI/GA information packet and are also available from the Departmental Office Goodbody 102. Students must bring a voided check or deposit slip to complete the enrollment application.

PAY SCHEDULE

Paychecks are issued typically on the last day of each month during the academic year, with the exception of the first check of the fall semester and the last check of both the fall and spring semesters. A total of ten paychecks will be issued. No paper verification of direct deposit will be issued on these pay dates. Paycheck information for each date is available electronically through the *Onestart* portal on the date that the deposit is made.

TEACHING RESPONSIBILITIES

Language AIs work under the Director of Language Instruction (DLI) and the Coordinator for Arabic Language (CAL), who is their first level of supervision.

Department Chair is the highest level of supervision.

Each AI has a file in the department, kept by DLI, containing his/her student evaluations and teaching observation records, as well as any other relevant material. These are used in writing reports about individual AIs for the assessment of their performance.

AIs responsible for teaching Arabic should note the following:

(a) AIs are responsible for the 20 hrs/week teaching or comparable tutoring/advising activity of the students.

(b) AIs have to keep 2 hrs/week of Office Hours and announce these hours clearly to their students and to the Departmental Office.

(c) All language instructors meet once a week (time to be determined each semester) with the DLI and CAL, to discuss the progress of their students, any issues observed, and to share best practice. Weekly lesson plans are also discussed and standardized during these meetings.

(d) AIs teaching different sections of the same level language course are responsible for communicating with their colleagues at all times to ensure standardization and also share resources.

(e) All Arabic AIs are responsible for knowing the contents of the four year Arabic Curriculum of the Department and make sure that their teaching fits the contents of the Curriculum.

(f) Final examinations for all Arabic language courses are prepared under the supervision of the Coordinator for Arabic Language.

(g) AIs have to inform the DLI or CAL if they are not able to come to work on a particular day. Absences are not acceptable unless they are for an emergency.

TRAINING RESPONSIBILITIES

All AIs have to attend the Training Workshop(s) given before the Fall semester each year, as will be announced by the DLI and CAL.

New AIs have to register in the Teaching Less Commonly Taught Languages course (3 credits) offered during the Fall semester.

AIs are encouraged to attend teaching workshops organized either by the Department or by the University throughout the year. DLI will inform the AIs of these activities.

EVALUATION OF TEACHING AND CONDUCT

AIs and all language instructors will be observed during their teaching at least twice every semester by the professors of the department, and by the CAL and/or by the DLI. These visits are NOT ANNOUNCED to the instructors beforehand.

Departmental forms designed for “Language AI Evaluation and Feedback” (see Appendix 2) will be used during class observations, and a report will be placed in the “teaching file” of the instructor in question. There will be a feedback session with the Instructor following the observation, and a follow up of the points discussed in the meeting through another class visit.

There is one mid-term evaluation (informal and questions prepared by the Department) and a formal evaluation at the end of the semester by the students (prepared by BEST) for each course.

Lessons missed by the instructor, if any, have to be reported immediately to the DIL or CAL. Each AI is responsible for arranging a colleague beforehand, who will take his/her place during these absences. Instructors are responsible for presenting the DIL and the CAL with the name and contact details of their replacement by the first week of classes each semester. It is strongly advised that no classes should be missed.

COURSE PROCEDURES

Syllabus

For each course the instructor should prepare a course syllabus that provides a week-by-week, or at least topic-by-topic, and for language instruction preferably a day-by-day, sequence for the semester. These syllabi may be prepared at the DLI / CAL level for the use of anyone teaching these language courses.

The syllabus also includes required textbooks and/or reserve readings, assignments with due dates, dates of tests and examinations, grading criteria, and attendance policy. (See *Arabic Curriculum*).

Course descriptions and syllabi are posted on OnCourse.

The ideal syllabus should serve as a basic reference document for both the AIs and the students, and as such should include the following items (items 1-9 should also be a part of the course description).

- 1 Instructor’s name, title, office number, office telephone, office hours, e-mail address, and where to leave messages.
- 2 Course number, section, title, meeting days and times, room and building.
- 3 Pre-requisite(s) of the course.
- 4 Description of the course.
- 5 Course goals or objectives.
- 6 Required texts.
- 7 Space for names and telephone numbers of at least two classmates.

- 8 Grading standards and criteria.
- 9 Policies regarding:
 - a. Pass/Fail, Incomplete, and Withdrawal marks.
 - b. Academic misconduct.
 - c. Attendance.
 - d. Late assignments.
- 10 A table listing:
 - a. Topics to be covered in sequence with dates.
 - b. Reading assignments and dates due.
 - c. Due dates for major assignments; place, date, and time of final exam.

If not detailed in the syllabus, students should be informed in writing at the beginning of the semester in very specific terms the basis for grading. The syllabus should also make clear the policy for missed lessons or classes and how attendance will affect the grade. Putting these things in writing will help to avoid later disputes over grades.

Textbooks

Textbooks and required materials for courses should be ordered through the web site of the Indiana Memorial Union bookstore: <http://iubookstore.com> (Click on Textbooks/Reservations/ and then Faculty). The deadline for fall semester orders is April 5, for the spring semester October 5, and for the summer semester March 5. The IMU bookstore then coordinates this order with private bookstores in town. However, the Department organizes book ordering for everyone, so your books will be ordered by the Office.

Course Packet and Duplication

Many Associate Instructors find that the published textbooks do not meet their needs. They compile course packets of photocopied material. Producing course packets raises copyright issues. Several commercial copy stores in town provide this service and help obtain copyright permissions if necessary. All requests for supplies and duplication of materials should be made to the Department's Secretary. Another option is place materials on the e-reserves in the Library. Check with the library staff about putting articles and portions of books on line for the students to access.

Tests and Examinations

Tests should be announced at the beginning of the semester in the syllabus, and the consequences of missing tests should be clearly spelled out. Each fall and spring semester ends with an examination week during which final exams are scheduled. These assigned times are two-hour periods, not necessarily at the same time as the class period. The schedule is always given in the *Schedule of Classes* (see official Calendars, www.registrar.indiana.edu). Examinations must be given during this official time since changing times can lead to schedule conflicts for students. Arabic language classes have oral parts as well, which must be arranged separately to take place **outside of the class period**. The class period may not be used to give individual oral exams.

All AIs must make sure that they arrange their travel dates after the examinations and after they hand in their marks.

Student Records and Grading

STUDENT RECORDS

For legal reasons, it is very important that a student's official record be accurate. Therefore, students must be enrolled in correct course numbers and sections, and the AI who carries out the instruction must give the semester grade. All students in a class must be officially registered and intend to be in that section.

ACADEMIC STANDARDS

Student achievement is assessed on an A+ through F grading scale. **The official grading system of Indiana University is as follows:**

A+ or A 4.0

A- 3.7

B+ 3.3

B 3.0

B- 2.7

C+ 2.3

C 2.0

C- 1.7

D+ 1.311

D 1.0

D- 0.7

F 0.0

AIs who teach Arabic Language should follow the guidelines of Assessment in the Arabic Language Curriculum (August 2010).

Students should also be informed of the university policies on academic misconduct (see the *Code of Student Rights, Responsibilities, and Conduct*, Part IV), and the instructor should be careful to monitor any possible acts of academic misconduct. Procedures to follow are outlined in the *Code*. The instructor should report any violations to the DLI or the Chair of Department.

ENROLLMENT VERIFICATION ROSTERS

You will receive paper enrollment verification rosters from the Office of the Registrar approximately 5 weeks into the semester. The purpose of these rosters is to verify enrollment in the courses you teach and to resolve enrollment discrepancies. You are expected to return the verified and signed rosters to MARS or to the Registrar by the listed deadline, or to verify the roster electronically. **It is particularly important to check early in the semester that everyone who is attending is actually enrolled in the class, and to inform the registrar of students who are enrolled but not attending.**

MIDTERM GRADE ROSTERS

Only freshmen with fewer than 26 credit hours are listed and receive grades. Midterm rosters are available on-line beginning the 8th week of the semester and are due the following week. Midterm grades must be assigned and entered on-line using *OneStart* at <https://onestart.iu.edu>

FINAL GRADE ROSTERS

Final grades must be assigned and entered on-line via *OneStart* (<https://onestart.iu.edu>) or *Oncourse* (<https://oncourse.iu.edu>) by 3:00 p.m. on the third day following the last class, or final exam. All grades must be entered on time. AIs should not leave campus without fulfilling this responsibility, as students can find themselves unable to graduate or ineligible for financial aid because of missing grades. For detailed grade entry instructions, please refer to the Registrar's website at <http://registrar.indiana.edu/finalgrades.shtml>
Please contact NELC office for assistance with rosters and grading.

INCOMPLETE GRADES

In some cases a grade of "I" may be assigned for a student who has been doing passing work but has become ill during the last part of the semester. A grade of "I" must be removed (replaced with a grade by the teacher) within one year or it will automatically turn into an "F." Please be aware that "Is" are not given just because a student got too busy at the end of the semester to complete all the work. The only legitimate reason is illness or "equivalent distress" in the last two or three weeks of a semester. Incompletes are not removed automatically; the AI must discuss this with the DLI and if approved fill out a *Removal of I or R* form and submit it to the Chair of Department. It is very important to maintain accurate and complete records of all grades, especially incompletes, to pass on to the Director of Undergraduate Studies and to the Director of Graduate Studies.

WITHDRAWAL GRADES

A student may withdraw from class with various financial penalties throughout the semester. Before a given date (see the Official Calendar at www.registrar.indiana.edu) each semester, the student may withdraw without the instructor's permission with a grade of "W". After that date the instructor and the Chair of the department, must approve the withdrawal. At that time the instructor will be asked to assign a W if the work to that time was passing or an F, if the work was unsatisfactory. Two signatures are required: Instructor, Chair.

PASS/FAIL GRADES

Some classes outside the major field in some degrees may be taken Pass/Fail. The instructor of the class is not aware of who is enrolled P/F, but the registrar converts "A" through "D" grades to "P's" after the grades have been turned in.

FNN AND FN GRADES

The grade of "FNN" is given to students who have never attended. The grade of "FN" is given to students who stopped attending, grade F is awarded for poor performance. The instructor must provide on the electronic grade roster the last date of documented class attendance or participation when awarding the "FN" grade. These grades are important to document compliance with federal guidelines of financial assistance.

EXTENDED-X POLICY

Undergraduate students may petition for a grade substitution under the Amended FX (Extended-X) policy. Undergraduate students may retake a course for which they

received a grade below an A during the first 45 hours of course work. A student may exercise this option for no more than three courses, totaling no more than 10 credits. A student may use this option only once for a given course. The student's transcript shall record both grades. For the course retaken, only the second grade shall be counted in the determination of the student's grade-point average. Any GPA calculated in accord with this policy is marked with an asterisk denoting that a lower grade has been replaced by a second grade in the course,

CHANGE OF GRADE

The only justification for changing a grade after it has been turned in to the registrar is a miscalculation of points or other clerical error on the instructor's part. Students cannot do extra work during the summer, for example, and expect that their grade will be raised. To change a grade, the instructor should obtain a Change of Grade Form from the Office (Goodbody 102) and return the form to the Office. Reasons for the requested grade change have to be clearly explained. No grade can be changed more than six months after it was submitted. The instructor's change of grade request is then reviewed and approved or denied by the Director of Undergraduate/Graduate Studies (as appropriate) and after signed by the Chair of Department, it is approved or denied by the Dean.

Class Rosters and Grade Books

Class rosters, including student e-mail addresses, are available electronically to authorized individuals from the Office of the Registrar. Information about the campus calendar, including last day to drop and final exam schedules, is included in the electronic *Schedule of Classes* each term. (See <http://www.registrar.indiana.edu>). Grade books are available and use of computer grade book programs or spreadsheets is also an efficient way of keeping track of student grades, attendance patterns and general background information (telephone, address, class schedule, etc.).

Student Absences

In some cases, such as language classes, attendance is a very important part of the class requirement. In some other classes, attendance may not be as strictly controlled. In any case, policies concerning attendance of students should be clearly defined in the syllabus in advance.

ETHICS

There are aspects of the AI role that potentially involve ethical dilemmas. Your roles as advisor, evaluator, administrator of exams, authority, and peer have the potential to become problematic at times because they present conflicting demands. This section provides suggestions and resources for dealing with several of these subjects. Indiana University has adopted a Code of Student Ethics, which presents the official definitions and policies on most of these issues.

(Note: This code was replaced in August 1997, by the Code of Student Rights, Responsibilities, and Conduct: <http://www.dsa.indiana.edu/Code/index1.html>
Some of the language below is taken from this code.)

Academic Integrity

Instructors should be prepared for all student-teacher encounters, meet classes as scheduled, evaluate students' work fairly and impartially, and be prompt for prearranged conferences and regularly scheduled office hours. Inappropriate language in the classroom, loose remarks or jokes in class as well as in personal conferences, and frequent deviations from the course topic have no proper place in the academy. In turn, students should fulfill in a reasonable way the requirements and expectations of the course as stated by the instructor.

Academic Misconduct

The Indiana University Code of Student Rights, Responsibilities, and Conduct defines Academic Misconduct as "any activity which tends to compromise the academic integrity of the institution" (p. 17) Academic misconduct includes, but is not limited to cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty.

Instructors have the responsibility of making certain students can function in an atmosphere free of academic dishonesty. Students need to know that if they work honestly, they will not suffer because of those who do not.

If there is ample reason to suspect a student of misconduct, first share the evidence with the DLI or the Chair of Department before acting. Be as sure of guilt as possible before questioning the student(s), since academic misconduct may make them liable for serious punishment. According to the seriousness of the offense, punishment can run from pardon to exclusion from the University. The specific procedures for reporting academic misconduct are found in the present Code, starting on p. 21 (Part IV), and should be followed closely, including reporting the incident to the Chair of Department.

CHEATING

Cheating is the "use [of] unauthorized assistance, materials, information, or study aids in any academic exercise" (p. 17).

FABRICATION

"A student must not falsify or invent any information or data in an academic exercise" (p. 17). Making up the data and/ or inventing sources for a research project are not acceptable.

PLAGIARISM

To plagiarize is to present "ideas, words, or statements of another person without appropriate acknowledgment"; i.e., to steal, in whole or in part, the work of another person as one's own (p. 17). Plagiarism should be defined for the students at the beginning of each course.

INTERFERENCE

Students must not only perform their own work ethically, but "must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain (p. 17-18).

VIOLATION OF COURSE RULES

"A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course" (p. 18).

FACILITATING ACADEMIC MISCONDUCT

"A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct" (p. 18).

Privacy of Student Records

Federal law provides for the confidentiality of student records. Each instructor must take care that student records not be revealed to anyone other than the student. Grades can also be posted via the web, if an on-line grade book has been developed by the Bureau of Evaluative Studies and Testing (BEST, 855-1595). The students' names and identification numbers may be used to keep grade records, but students must not be permitted to inspect those records.

Indiana University, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, (also known as the Buckley Amendment), permits its students to inspect their records whenever appropriate and to challenge specific parts of them. Specific guidelines and procedures for inspection of student records may be found in the I. U. code (p. 7). A detailed statement of these rights, and a summary of our institutional policies as mandated by the University Faculty Council, are set out in the *Academic Handbook*.

In general, the Buckley Amendment prohibits the release or disclosure to anyone other than the student of any part of the content of a student's education records without the prior, written consent of the student. Some examples of the inappropriate disclosure of educational records by instructors are:

- showing a student's examination or paper to another student without removing all information on the examination that would make the identity of the first student easily traceable;
- posting examination scores, class grades, or other documents without removing all personally identifiable information (name, student ID number) or obtaining the prior written consent of each student involved.
- discussing student grades with parents.

Indiana University fully supports the rights of its students to access and review their education records and to prevent the disclosure of their contents to third parties without prior consent from the student. The university instructs all academic

personnel to ensure that their practices are in compliance with the university's system-wide policy concerning the release of student information.

Letters of Recommendation

Students may ask you to write recommendation letters. If you feel you must decline, explain why. If you are willing to write the letter, do so promptly while you still have the student and his/her performance clearly in your mind.

Under the Educational Rights and Privacy Act, a student has the right to see a copy of your recommendation unless he or she signs a waiver.

Sexual Harassment

All amorous or sexual relationships between instructors and students are unacceptable when the instructor has any professional responsibility for the student. The instructor may not abuse his or her power and sexually exploit the student. Voluntary consent by the student is suspect given the fundamentally asymmetric nature of the relationship. The University will view it as a violation of the Code if instructors engage in amorous or sexual relations with students for whom they have professional responsibility, either in an instructional context (a student enrolled in your class) or a non-instructional context (any decisions that may reward or penalize a student with whom he or she has or has had an amorous or sexual relationship, especially when the instructor and student are in the same academic unit or in allied units).

Issues of sexual harassment can be especially tricky for Associate Instructors because they occupy the roles of both instructor and student. AIs are in a vulnerable position: as an instructor you have some power over your own students, and as a graduate student you are subject to the power of the faculty over your academic record and letters of recommendation.

The following are some general guidelines for protecting yourself and the students from sexual harassment:

Don't ask students to do favors for you, of any kind. This will help to avoid misunderstandings concerning the singling out of students for what might appear to be preferential treatment.

Schedule meetings with students during office hours or by appointment. For more informal meetings with individuals or groups, meet in public settings such as a cafeteria or café. It is important that students not misconstrue the sentiment behind informal get-togethers and read inappropriate meanings into your invitations. Attempt to resolve disputes or disagreements with students in the presence (or within hearing distance) of other graduate students or witnesses. This may prevent a disgruntled student from making false accusations out of anger over academic matters. Another alternative is to meet with the DLI or the supervising professor and the student simultaneously in order to avoid similar misunderstandings.

Assisting Emotionally Troubled Students

If a student comes to you with serious emotional problems or, if you become concerned about a student's emotional health because of comments made in classes or in writing, you may want to refer the student to Counseling and Psychological Services after consulting first with the DLI or your supervising professor.

Assisting Students With Disabilities

Complying with the Americans with Disabilities Act, the University offers adjustments in both the physical and academic environments. Since the only evidence of a learning problem may appear in class, AIs suspecting a disability may refer students to the appropriate office for consultation. These referrals or any other requests for academic accommodation go to the Office of Disabled Student Services at 855-7578. This office also offers resources for learning disabilities such as dyslexia and Attention Deficit Disorder.

Privacy Of Health Information

Occasionally students will provide health information to document absences from class or to substantiate missed work or poor performance. Such information is protected under the US Department of Health and Human Services H.I.P.A.A. (Health Insurance Portability and Accountability Act) Privacy Rule, made effective April, 2003. H.I.P.A.A. requires that steps are taken to limit the use and disclosure of any protected health information.

DIVERSITY

Accommodating Religious Holidays

Indiana University students follow many different religious practices; some of them will need to miss classes for holidays on which the university remains open. In response to Title VII of the Civil Rights Act, Indiana University observes the following practices regarding student absences due to religious beliefs:

Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the work that was missed, provided that the makeup work does not create an unreasonable burden upon Indiana University. The university will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effect will result to students because they have made use of these provisions.

The Office of Academic Affairs distributes an academic year calendar that lists many of the holidays that you can expect some students to observe. Try not to schedule important exams or deadlines to conflict with such days if at all possible. You should also, early in the semester, tell students that they should inform you in advance about such absences so that you can accommodate them.

The Dimensions of Student Diversity

The dimensions of student diversity include age, learning style, skill level, cultural background, physical ability, gender, race, ethnicity, and sexual orientation. Not all of these dimensions are of equal importance in a given teaching and learning situation, but we should be aware of ways in which acknowledging student diversity (or failure to do so) affects our students' experiences.

Teaching for diversity means providing a variety of learning activities so that students with different learning styles have a chance to succeed. It means managing our courses and classrooms so that all students feel welcomed and supported in their efforts to learn. Teaching for diversity does not mean lowering standards or expectations for student performance, but it does mean that some students may need different, or additional, kinds of support to meet high expectations.

Creating A Welcoming Classroom Climate

- Discuss classroom etiquette and expectations on the first day of class.
- Avoid language that may be offensive to some groups (e.g., "Oriental" for Asian-Americans).
- Invite all students to let you know--before or after class, by phone, by e-mail, etc.--of anything that they feel adversely affects their interactions with the teacher or other students.
- Try to avoid examples and anecdotes that may inadvertently and consistently exclude some students. For example, in comments about students' social lives, don't always assume a heterosexual orientation.
- Avoid stereotyping students.
- Avoid "tokenism". Don't assume, for example, that a student who is blind can represent the views of all disabled Americans.

Cultural Differences For International AIs

Cultural differences in teaching methods and appropriate conduct for students and teachers create challenges for the international AI.

In all countries, teachers are respected as authority figures, but the way an authority figure behaves differs from country to country. Make sure you discuss your difficulties with the DLI.

Notes

APPENDIX 1:

LANGUAGE INSTRUCTOR CLASSROOM OBSERVATION RECORD

Course:

Date:

Time:

Room:

No of students present: (out of:)

AI:

Observer:

Aims/ focus of class/session (as indicated on the lesson plan):

Materials/input:

Use of IT/Audiovisual support:

EVIDENCE OF	YES: X / No: 0	COMMENT
Planning Preparation		
1 Clear/logical lesson staging and development		
2 Clear aims/ learning outcomes		
3 Anticipation of student response to level of difficulty of input		

<p>Classroom Management</p> <p>1 Balance of teacher/learner speaking time</p> <p>2 Management of student participation</p> <p>3 Appropriate variation of pace/ task type to maximize student motivation</p> <p>4 Use of clear instructions</p>		
<p>Response to Student Performance</p> <p>1 Use of encouragement/ feedback</p> <p>2 Clear and efficient explanation of language points which arise</p> <p>3 Encouragement of student self-monitoring of performance</p>		
<p>Classroom Rapport/ Atmosphere</p> <p>1 Positive learning atmosphere within the</p>		

<p>class</p> <p>2 Productive tutor/student rapport</p> <p>3 Tutor/student sensitivity to cultural backgrounds and personalities of those in the class</p> <p>4 Sensitive but firm management of contentious issues</p> <p>5 Teacher engagement with materials</p> <p>6 Student interest in other learners' contributions</p>		
<p>Achievement of Aims and Objectives as given in the syllabus and daily plan</p>		

Signed:

Date: