

AI and GA Handbook
Department of Near Eastern Languages and Cultures
Indiana University, Bloomington

This document was last revised on July 6th, 2008.

IMPORTANT DATES FOR YOUR CALENDAR

1. Test of English Proficiency for AI Candidates (TEPAIC) for International Als: August 25th – 26th (Contact CELT at kjbastin@indiana.edu for exam schedule)
2. AI Orientation and Training: August 18 – 30

Department of Near Eastern Languages and Cultures AI Orientation Program for Fall 2008

Please note that attendance by **all** Associate Instructors is obligatory.

Monday and Tuesday, August 18th and 19th – Global Center Workshop

9:00am – 4:00pm Language Pedagogies
The Global Center

Wednesday, August 20th – Global Center Workshop

9:00am – 4:00pm Technology for Communicative Language Teaching
CeLTIE, Ballantine 120

Tuesday, August 26th – Orientation Workshop

4:00pm – 6:00pm AI Workshop on Campus Climate (AI's required to
attend this session or the Thursday session)
Frangipani Room, IMU

Wednesday, August 27th – Orientation Workshops (Choose one session)

3:45pm – 5:00pm Active Learning in the Foreign Language Classroom
Ballantine 147

3:45pm – 5:00pm Do you VARK? Addressing Multiple Learning Styles in
the Classroom
Ballantine 138

Thursday, August 28th – Orientation Workshops

2:00pm – 3:30pm First Day of Class & Understanding IU Students
Woodburn 120

7:00pm – 9:00pm AI Workshop on Campus Climate (If didn't attend
Tuesday)
Frangipani Room, IMU

Friday and Saturday, August 29th and 30th – AI Training

9:30am – 1:00pm AI Training with the NELC Director of Graduate
Studies

I. Introduction

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 as an Associate Instructor (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. Students with careers other than those involving teaching in mind will find that through their teaching experiences, they will acquire transferable skills like communication and leadership abilities that are essential to every profession.

References

- *Indiana University Registrar*
<http://www.registrar.indiana.edu>

Schedule of Classes, official calendars, and electronic rosters

- *Indiana University Academic Guide*
<http://www.indiana.edu/~deanfac/acadguid>

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

- *Indiana University Academic Handbook*
<http://www.indiana.edu/~deanfac/acadhbkb/>

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

- *Code of Student Rights, Responsibilities, and Conduct*
<http://www.dsa.indiana.edu/Code/index1.html>

The Code of Student Rights, Responsibilities, and Conduct includes sections on student rights and responsibilities, student complaint procedures, student misconduct, and student disciplinary procedures.

- *OneStart*
<http://onestart.iu.edu>

* Parts of this handbook have been adopted from the Jacobs School of Music AI Handbook.

- *Teaching and Learning at Indiana University*
<http://www.teaching.iub.edu/>

Index of support organizations and student services

- *Indiana University Teaching Handbook*
http://teaching.iub.edu/handbook_toc.php

Detailed resource on teaching methods, preparation, and environment; teaching services; teaching workshops and conferences

- *Instructional Support Services (ISS):*
<http://www.indiana.edu/~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)

II. Aspects of Employment

Important Aspects of the Contract

An AI or GA appointment requires full-time enrollment as a graduate student in the Department of Near Eastern Languages and Cultures.

Appointments are normally for one year, but sometimes are granted for one semester and are renewable.

The time limits below apply to all reappointments. Summer sessions are not included in the time limits. Scholarship awards are counted towards the time limits for financial aid.

4 semesters for master's degrees.

6 semesters for a combination of two master's degrees or a master's degree with a double major.

8 semesters for Ph.D.

The student must maintain a semester and cumulative GPA of 3.0 or higher. This requirement takes effect after the first two semesters of enrollment. Failure to meet the GPA requirement will mean termination of financial aid at the end of the semester in which such a failure occurs.

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

50% FTE appointments include 30 credit hours of fee remission. [See **Fee Remission** below for distribution details.]

Insurance is provided if the appointment is 37.5% FTE or higher.

The student must pass an AI English exam if required.

Term of Appointment

Appointments are normally made for one year, although circumstances occasionally lead to appointments for a single semester. Renewals will be considered annually up to the financial aid time limit associated with a student's particular degree or diploma program. Usually renewals will be approved if the student is making satisfactory progress on the degree and has performed the duties of a student appointee in a satisfactory manner. Satisfactory progress towards a graduate degree is determined by the Director of Graduate Studies. Probation in any semester will lead to discontinuation of financial aid beginning in the next semester of enrollment.

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

Duties each semester begin from the first day of orientation period and continue through the examination period. It is the appointee's responsibility to respond immediately to notification of assignments so that the scheduling and implementation of the department's activities can be properly accomplished.

Workload and Employment Requirements

Workloads for Associate Instructors are determined at the campus level and vary with the percentage of full-time equivalency associated with the appointment.

To receive NELC financial aid, other employment opportunities are limited by the following regulations:

(a) You may not hold an AI or GA position if employed by Indiana University 100% FTE in another position.

(b) You may not hold two Indiana University student academic appointments, including AI or GA positions, if combined they total more than 50% FTE.

Fee Remission

The Application and Agreement Form (contract) indicates the number of credit hours of fee remission (if any) that have been awarded. A fee remission covers over 90% of the cost of these credit hours.

- **All appointments at the 50% FTE level** will receive thirty (30) credit hours of fee remission per year. Twelve (12) credit hours will be distributed for each of the fall and spring semesters, and six (6) credit hours are available for summer 2008. Students appointed at the 50% level during the year who teach in the following summer receive no additional fee remission.
- **M.A. students appointed below a 50% FTE level** are entitled to twenty-one (21) credit hours of fee remission. Nine (9) credit hours will be distributed for each of the fall and spring semesters, for a total of eighteen (18) to be used during the academic year. A maximum of three (3) additional credit hours may be used for Summer 2009; no credit hours may be carried over from the year. You may use no more than ten (10) and no fewer than eight (8) credit hours per semester.

Changes in credit hour distribution for a given semester cannot be made after a semester is over; there are no exceptions to this rule.

- **Doctoral students appointed below a 50% FTE level** are entitled to twenty one (21) hours of fee remission. Ten (10) credit hours will be distributed for each of the fall and spring semesters. You may use no more than twelve (12) and no fewer than eight (8) credit hours per semester during the academic year, and one (1) to three (3) credit hours during summer 2009.

Changes in credit hour distribution for a given semester cannot be made after a semester is over; there are no exceptions to this rule.

- Students who are appointed as AIs and GAs for the summer, in positions which carry fee remission, receive three (3) additional credit hours of fee remission for these appointments. No AI or GA may receive more than six (6) credit hours of fee remission for the summer, including credit hours left from an appointment during the year.
- Half appointments will receive five (5) credit hours of fee remission for each of the fall and spring semesters, and none in the summer.
- One-semester appointments will receive ten (10) credit hours of fee remission for the semester of appointment, and none in the summer.
- Recipients of fee remission should refer to the Fee Refund Schedule (found on the Office of the Registrar's Official Calendar at <http://www.registrar.indiana.edu/~registra/offcalen.shtml>) for course withdrawal deadlines and penalties. Fee remission credit hours applied to courses that are dropped after the "100% refund period" are not available for reallocation to the current or to a subsequent semester of enrollment.

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

To ensure that undergraduate students will not encounter undue difficulties in understanding AIs, all international students on appointment whose native language is not English must 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 will be registered for the TEPAIC by the NELC departmental office. The test for Fall 2008 incoming graduate students will be given on **August 25th and 26th, 2008**. Check with the NELC office to confirm your exam appointment.

AI candidates who enter IU in Fall 2008 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. Details of minimum scores may be found at <http://www.indiana.edu/~deanfac/tepaic/>

Admitted students who do NOT satisfy these minima are required to take the Indiana English Proficiency Exam (IEPE) (and possibly the Linguistics T101 courses related to performance on that exam) before they take the TEPAIC. TOEFL scores may not be more than two years old. If candidates do not have TOEFL scores which are less than two years old, they may retake the TOEFL or take the next Indiana English Proficiency Exam.

Students who do not pass the TEPAIC will not be permitted to teach.

Health 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. Information along with an enrollment card will be available after the beginning of August 2008. For academic year appointments, coverage begins retroactively from August 15, 2008 and continues through August 14, 2009. For fall semester appointments, coverage begins retroactively from August 15, 2008 and continues through December 31, 2008. For spring semester appointments, coverage begins on January 1, 2009 and continues through August 14, 2009.

AI Mailboxes

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>

Student ID Card

To obtain a student ID card, visit Campus Card Services (IMU 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.

III. Teaching and Training Responsibilities

Language AIs work under the Director of Language Instruction (DLI), who is their first level of supervision. The Department Chairman is the next and highest level of supervision.

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

Teaching

AIs responsible for teaching Arabic should note the following:

AIs and all language instructors meet once a week (time to be determined to fit everyone's schedule) with the DLI, to discuss the progress of their students, any issues observed, and to share best practices. Weekly lesson plans are also discussed and standardized during these meetings. Final examinations for all Arabic language are prepared under the supervision of the Coordinator for Arabic Language

Attendance is of high importance for language classes. Therefore a student who cannot attend a lesson is required to notify the teacher at least 24 hours before the beginning of the lesson except for illness immediately prior to a lesson. Students absent without excuse from more than three lessons should be reported to the Director of Undergraduate Studies or to the Director of Graduate Studies.

Training and Assessment

AIs have to register for A698 and A699 (Teaching Arabic as a Foreign Language I and II) offered during both semesters.

AIs are encouraged attend teaching workshops organized either by the department or by the university throughout the year. The DLI will inform the AIs of these activities.

AIs and all language instructors will be observed during their teaching once every semester by the DLI. Departmental forms designed for 'Language AI Evaluation and Feedback' will be used during the observation. There will be a feedback session with the instructor in question following the observation.

There is one mid-term evaluation (informal, by the department) and a formal evaluation by the students (prepared by BEST) for each course.

Lessons missed by the teacher are made up at the mutual convenience of the students and the instructor.

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 instructor who carried out the instruction must give the semester grade. All students in a class are officially registered and intend to be in that section.

IV. 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+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F | 0.0 |

Als who teach Arabic Language should follow the guidelines of Assessment in the Arabic Language Handbook (June 2008).

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 Department Chairman.

V. Grading Procedures

GRADE ROSTERS AND DEADLINES

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 the Registrar by the listed deadline.

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. Als 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 the NELC office for assistance with rosters and grading.

SPECIAL GRADES

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 "I's" 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 Department Chairman. 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 Department Chairman 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: that of the instructor and that of the department chairman.

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. The grade of 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 can not 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 NELC 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 Department Chairman, it is approved or denied by the Dean.

VI. 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, outline for the semester. For language classes, the syllabus should preferably provide a day-by-day sequence for the semester.

- These syllabi may be prepared at the DLI level for the use of anyone teaching these Arabic 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 Teaching Handbook)

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:

- 1 Teacher'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 Prerequisite(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 website 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.

- Please note that the department organizes book ordering for the Arabic language classes. Books for these classes will be ordered by the NELC 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 Ms. Elaine Wright, the departmental secretary.

Another option for providing course materials is via the e-reserves service (<http://www.ereserves.indiana.edu>) offered by the IU Libraries. 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 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.

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

Class Rosters and Gradebooks

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 the last day to drop and

final exam schedules, is included in the electronic *Schedule of Classes* each term. (See <http://www.registrar.indiana.edu>.)

Gradebooks are available, and the use of computer gradebook 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 critical part of the class requirements. In 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.

VII. 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; they "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 Dishonesty

"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 online gradebook 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 IU 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 or her performance clearly in your mind.

Keep in mind that you are legally responsible for statements you make in your recommendation, to the extent that you are liable for any uncomplimentary remarks you make. If you have reason to be concerned about something you want to express, preface what you have to say with something like "To the best of my knowledge..."

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

To comply 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.

VIII. 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) 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. And 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 any difficulties with the DLI.

IX. Guide to Student Services

The material below has been taken from the guide available at:
<http://www.indiana.edu/~deanfac/tguide.html>

Student Services

From time to time, IUB instructors may need to refer students to academic and personal services not found in the preceding lists. General information about student services can be obtained from the vice chancellor for student affairs and dean of students, Bryan Hall 205, 855-8187.

Students who need help to resolve any problems on campus or to learn how to withdraw from all classes should contact the Student Advocates Office, Franklin 206, 855-0761. The Advocates Office also offers Student Mediation Services to help solve disagreements.

Academic Skills and Tutoring

The Student Academic Center (855-7313) helps students with general and course specific study skills and time management strategies.

Writing Tutorial Services (Ballantine Hall 206, 855-6738), a service of the Campus Writing Program, offers general and course-specific writing tutors to all students for free.

Academic Support Centers (ASC), located in Briscoe, Ashton, and Forest Residence Halls, offer late-night academic advising and tutoring in math, writing, study skills, foreign languages, and selected subjects.

Briscoe ASC: 855-6931
Teter Quad ASC: 856-4457
Forest Quad: 856-3060.

Any student who needs tutoring can work with the **La Casa/Latino Cultural Center** (715 E. 7th St., 855-0174) tutoring program.

University Information Technology Services offers student computing instruction. (<http://uits.indiana.edu>)

The **Teaching and Learning Technology Center** (855-7829, Ballantine 307 or Main Library 305) provides a variety of instructional technology resources for the classroom.

Advocacy

Students with legal problems should contact **Student Legal Services**, 703 East 7th St., 855-7867.

In addition, some offices work specifically to meet the needs of various groups of students. These include:

Disability Services for Students, Franklin Hall 096, 855-7578

Office of Multicultural Affairs, Memorial Hall W 108, 855-9632

Office of Veterans Affairs, Franklin Hall 108, 856-1985

Office for Women's Affairs, Memorial Hall E120, 855-3849

Gay, Lesbian, Bisexual, Transgender Student Support Services, 705 E. 7th St., 855-4252, e-mail: glbtserve@indiana.edu

International Services, Franklin 306, 855-9086, e-mail: intlserv@indiana.edu

Residence Hall Residents, see their resident center presidents.

Returning Student Center, Owen Hall 202, 855-4991

Student Ethics and Anti-Harassment Programs, 705 East 7th St., 855-5419

HEALTH SERVICES

Students who need medical or psychological care should contact the **IU Health Center** at 10th and N. Jordan, 855-4011.

Eye care is available at the **Atwater Eye Care Center**, Optometry 2nd floor, 855-8436.

Contact the **Speech and Hearing Center**: 855-7439 for hearing testing, or 855-6251 for the **Speech and Language Clinic**.