



POLICIES AND PROCEDURES

Gulf Language School

**Gulf Language School
Policies and Procedures
2018-2019**



Policies and Procedures

Gulf Language School
North American University
11929 West Airport Blvd
Stafford, TX 77477
Phone 832.230.5555 • Fax 832.230.5546
www.gls.edu



Table of Contents

Academic Affairs Policies and Procedures.....	3
Policy Number: ACA.101.....	4
Policy Number: ACA.102.....	7
Policy Number: ACA.103.....	9
Policy Number: ACA.104.....	15
Administrative Policies and Procedures	17
Policy Number: ADM.101	18
Policy Number: ADM.102.....	31
Policy Number: ADM.103.....	35
Policy Number: ADM.104.....	37
Policy Number: ADM.105.....	40
Policy Number: ADM.106.....	43
Faculty Policies and Procedures	47
Policy Number: FAC.101	48
Policy Number: FAC.103	54
Policy Number: FAC.104	59
Student Policies and Procedures	63
Policy Number: STU.101.....	64
Policy Number: STU.102.....	68

**Academic Affairs
Policies and
Procedures**



Policy Title: Curriculum Review Policy and Procedure

Policy Number: ACA.101

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. Purpose and Scope

The purpose of the curriculum approval process is to ensure the integrity and quality of academic programs through a collaborative effort between faculty and administration. The faculty's role and responsibility is to develop and deliver academic programs and curriculum. The administration's role is to assure that curriculum proposals are appropriate to the disciplinary responsibility of the unit and Gulf Language School and that adequate resources are available to implement proposed curriculum.

This Policy applies to all reviews of courses offered by the Gulf Language School.

2. Policy

To approve a new course or major curricular or programmatic changes requires a majority affirmative vote by the Gulf Language School faculty eligible to vote. Formal course approval is sought only when a new course will be an active course in the GLS's course inventory. An active course is part of a regular rotation of courses and published in the catalog

Other specialized courses and program offerings may focus on specific skills and objectives. The outcomes of these courses are clearly stated.

3. Definitions

In this policy, unless the context requires a different meaning,

1. "curriculum" means the content of courses;
2. "learning outcomes" means statements of the knowledge, understanding and skills students are expected to achieve as a result of engagement with the content of the course; and
3. "course" means a program of study that includes those courses leading to higher courses.

4. Procedures

The following delineates the process, procedures, and actions of the respective bodies and individuals involved in the curriculum review process.

The program has a written curriculum, which specifies goals, objectives, and learning outcomes.

The curriculum and methodology take into consideration the needs of the students and a variety of learning styles.

Specifications:

Curriculum is written and includes:

1. detailed description of program options and course offerings
2. measurable performance objectives and learning outcomes
3. criteria for completion of levels and program
4. methodology and content taking into consideration target audience and variety of learning styles
5. list of required texts and reference materials, including rationale
6. other learning resources available to instructors

Curriculum reflects reputable research into second language acquisition and encourages innovation.



Curriculum Review:

The GLS has a process in place for curriculum review at minimum every three years, and for modification as required.

Specifications:

Curriculum review and development considers:

1. student feedback
2. evaluation of courses
3. needs of current student population
4. student success rates
5. feedback from instructors and program administration
6. feedback from marketing/recruiting staff
7. student enrolment patterns
8. findings from professional development opportunities of instructors
9. recent trends in second language acquisition

Testing and Placement:

Recognized diagnostic and placement procedures are employed to ensure that each student is placed in an effective teaching-learning environment.

Levels:

Several proficiency levels are available so that appropriate placement is possible.

Academic Records & Reports:

The students' progress is measured and recorded. Such records are kept current and accurate.

Students are provided with a final achievement report at the end of each term of study.

Academic Resources:

The Program ensures that learning materials and academic resources for all program offerings are current, readily available and in sufficient supply for the student enrolment.

Academic Events:

The curriculum recognizes the importance of activities that provide opportunities for students to develop language skills beyond the classroom.

5. Who Should Read This Policy

- Administrators
- Faculty

6. Related Documents and References

- Course Development Checklist



Course Development Checklist

Course Development Checklist	Yes	No
1. Has the overall learning, the intent, for this course been identified?		
2. Has the previous knowledge, skills and experience been identified for this course?		
3. Does this prior level of learning constitute a pre-requisite, or recommended background, for the course?		
4. Has the learning the student will be able to demonstrate at the end of the course been identified? (i.e. the course learning outcomes)		
5. Has a list of topics and skills been identified, and developed into a sequence?		
6. Has a list of the MUST KNOW components (topics and skills) been identified?		
7. Have the MUST KNOW and the nice-to-know components been distinguished?		
8. Has each topic been defined in terms of what the learner will be able to do? Does each topic have a specific outcome?		
9. Do the topics enable the learner to meet the overall outcomes of the course?		
10. Have individual topics been analyzed to determine which course learning outcome they support? Does each topic relate to a specific outcome?		
11. Has what the students will 'do' with each topic been determined? Have the learning activities, including practice and homework activities for each topic been developed?		
12. Have the kinds of activities that will best enable the students to achieve the topic outcomes been considered? (e.g. reading, writing, visualizing, problem solving, analysis, team work, etc.)		
13. If some outcomes are more important, is this weighting reflected in the number of topics and activities which support these outcomes?		
14. Has the number of class hours per topic or skill been identified?		
15. Do the class hours per topic add up to the total delivery hours for the course, including tests and examinations?		
16. Has the number of practice and homework hours required to produce the necessary learning been estimated? (the "rule of thumb" for an academic course is usually 1 class hour to 2 hours of activity outside the class; reading, researching, doing assignments, and so on)		
17. Have the evaluation activities been determined? Have the students had an opportunity to learn, practice, and receive feedback on what they will be "tested on" prior to the evaluation?		
18. Have existing courses or course materials been checked to determine whether they are suitable for adaptation or incorporation?		
19. Do the learning activities and the evaluation tools support a diversity in learning styles and demonstration of achievement?		



Policy Title: Faculty Responsibility Policy

Policy Number: ACA.102

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. Purpose and Scope

The overall quality of the Gulf Language School (GLS) depends on the quality of its faculty. More specifically, it is the record of teaching effectiveness of the faculty that ultimately determines the level of distinction of the programs. The purpose of this policy is to promote and maintain an academic environment in which the faculty can be successful.

This Policy applies to all Gulf Language School faculty.

2. Policy

It is incumbent upon faculty to be active, diligent and energetic in the pursuit of fulfilling the GLS's educational mission and commitment to academic excellence. The following faculty responsibilities are critical to help GLS's goal achieved.

Faculty Responsibilities

1. GLS faculty with teaching responsibilities are expected to be effective teachers commensurate with their rank and experience, and to contribute to the overall effectiveness of the academic programs to which they have been assigned.

GLS faculty are expected to create and maintain an educational environment that facilitates and supports student learning. Faculty are expected to develop course syllabi, design lessons with care, and coordinate their instruction and assessment with others, so that students experience an integrated, cohesive program of study.

Classroom pedagogy should reflect best professional practices and the utilization of appropriate technology to enhance teaching and learning. The faculty are responsible for the assessment of each student's academic work by assigning grades that reflect individual student progress. Grading standards and evaluations will be constructed to ensure that students have achieved learning outcomes at a level commensurate with GLS's high academic standards.

GLS faculty should expect workload assignments each session of a minimum of 18 contact hours weekly or equivalent service. They must give time for office hours and committee service as set by the GLS director and approved by the Vice president for Academic Affairs. GLS faculty are required to schedule and post at least four office hours weekly.

2. GLS faculty are expected to contribute to the service mission of the Gulf Language School and North American University in a manner appropriate to their rank, length of service and discipline. The service mission includes activities both internal and external to the campus. External service is viewed as an extension of the knowledge and skills of the faculty, which are made available to the various publics of the institution. Internal service includes student advising and mentoring and various activities related to campus governance.



Reassignment from Teaching:

Reassignment from teaching to other duties will be authorized when the faculty are needed for assignments that cannot be accomplished within the normal range of workload activities. These reassignments may be to administrative responsibilities, research and scholarship, and service and outreach. Generally, reassignments at the departmental level must be approved by the Vice President for Academic Affairs.

Faculty Member's Annual Plan:

At the beginning of each academic year, the faculty member is expected to submit his/her annual plan to be approved by the Director. The plan is to encompass a comprehensive outline of his/her anticipated work in teaching, professional development, and university and community service. By the end of the academic year, a faculty member is expected to submit a report showing what has been achieved.

Student Evaluation of Teaching:

Towards the end of each session, questionnaires on each course are made available to students. The results of these questionnaires become a part of the faculty member's annual report and will be considered in performance evaluations.

3. Who Should Read This Policy

- GLS Administrators
- GLS Faculty

4. Related Documents and References

None



Policy Title: Student Academic Progress Policy

Policy Number: ACA.103

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. **Purpose and Scope**

This policy sets out the Gulf Language School's obligations and expectations with respect to the review of student progress and ways for systematically identifying students who are making unsatisfactory academic progress in achieving their education aspirations and directing them to appropriate sources of assistance. It also outlines the process by which students are required to act and the grounds for unsatisfactory academic progress and termination of enrolment.

The policy applies to all instructors teaching and students enrolled in Gulf Language School courses.

2. **Policy**

As a provider of English language acquisition courses to international students studying in the United States, Gulf Language School monitors the course progress of international students. The progress of each student is monitored, recorded and assessed by the program.

Students in Gulf Language School (GLS) are expected to make satisfactory progress in the development of their language skills. At the end of each session, students are expected to advance to the next level in the program (e.g., IENG 0003 Lower Intermediate English to IENG 0004 Upper Intermediate English). No student may repeat a level more than twice. If a student fails to advance to a higher level (e.g., IENG 0003 Lower Intermediate English to IENG 0004 Upper Intermediate English) after failing a level for twice, he/she will be dismissed from Gulf Language School.

Students are required to obtain a minimum of 70% to pass each level. Students who fail a level due to lack of effort, attendance, or any other behavioral issues will be considered AT-RISK and may be required to participate in an academic improvement plan. At-risk students are expected to meet with the faculty and follow an academic improvement plan to continue their studies at the GLS.

3. **Definitions**

Course Progress is the consistent pattern of successful completion in a course in which the student is enrolled.

Grade Management System is Moodle.

Intervention Strategies may include actions such as:

- a) Advising the student of available study skills workshops, academic counselling, English language support or other support the Gulf Language School or North American University may offer;
- b) Requiring the student to meet with the instructor during office hours for additional support;
- c) Requiring the student to meet regularly with a tutor and/or to attend conversation partner;
- d) Requiring the student to submit assignments or complete assessments within a certain timeframe;
- e) Requiring the student to attend a minimum percentage of classes;
- f) Referring the student to other support services that may be relevant, e.g. counselling referral for personal issues, housing services, or financial counselling services;
- g) Considering a period of deferment or temporary suspension of studies;



- h) Putting a written intervention plan in place with the student to confirm the steps they are required to take, which may include participating in some of the above actions.

Unsatisfactory Course Progress is defined as the student having failed or not yet competent in 50 percent or more of assignment attempted in the course period.

4. Procedures Monitoring and Recording Course Progress

Instructors are responsible for:

- a) Monitoring the course progress of their students;
- b) Identifying any student who may need support or intervention;
- c) Working with students and relevant staff to provide appropriate intervention when required;
- d) Send an Early Warning form to the GLS Administrative Assistant;
- e) Recording any agreed intervention strategy in the student file and on the Early Warning Form; and
- f) Referring any issues pertaining to a student who is not making satisfactory progress to the Director.

The instructor is responsible for recording the assessment outcomes of each student after each assessment activity, and is responsible for entering that data in to the grade management system, Moodle.

Each instructor is to ensure that all assessment results are entered in the grade management system, Moodle as soon as practicable following each assessment.

Assessing Course Progress

If, when recording student results, an instructor identifies a student as being at risk of not achieving satisfactory course progress, the instructor will inform the Director.

When dealing with a student who is at risk of not achieving satisfactory course progress, GLS will:

- a) Ensure the student is treated fairly and openly;
- b) Maintain student confidentiality and privacy except as required by law;
- c) Ensure appropriate information will be made available to the student identified as at risk of not achieving satisfactory course progress;
- d) Ensure the student has access to learning and other support services as appropriate; and
- e) Ensure equity, consistency, transparency and natural justice principles are observed.

The Director will confirm the student's course progress using the grade management system, Moodle. If the Director confirms the student is at risk of not achieving satisfactory course progress, the Director will invite the student to discuss an appropriate intervention strategy to assist them in maintaining satisfactory course progress.

Unsatisfactory Course Progress

Once a student is assessed as not achieving satisfactory course progress in a course for the first time, the instructor will require the student to attend a meeting to identify the reasons for the unsatisfactory course progress and to agree upon an appropriate intervention strategy. Once agreed upon, the student will be required to confirm their acceptance of the intervention strategy in writing. The instructor will inform the Director of the intervention strategy in the Early Warning Form. The instructor ensures that the intervention strategies are implemented.

Once a student is assessed as not achieving satisfactory course progress in a course for the second consecutive time, the instructor will inform the Director. The Director will require the student to attend a meeting to identify the reasons for the unsatisfactory course progress and to agree upon an appropriate Academic Improvement Plan. Once agreed upon, the student will be required to confirm their acceptance of the Academic Improvement Plan in writing. The Director will inform all relevant stakeholders of the intervention strategy and ensure that it is implemented.



Students who fail to make normal and satisfactory progress on the Academic Improvement Plan will be dismissed from Gulf Language School.

5. Who Should Read This Policy

- GLS Administrators
- GLS Faculty
- GLS Students

4. Related Documents and References

- Early Warning Form
- Intervention Strategies
- Academic Improvement Plan



EARLY WARNING

Student Name _____ Student ID _____
Instructor Name _____ Instructor Email _____
Course _____ Date _____

Please fill out this form. The Director and the Administrative Assistant will use the information to contact the student and encourage him/her to seek out available resources (whether it be tutoring or meeting with you, the instructor). Send the completed form to the Administrative Assistant at dellis@na.edu. You will receive a copy of any correspondence sent to the student.

Information you provide on this form may be shared with the student, who has legal access to this information. Observations should be objectively stated.

Please check any statements that in your judgment, describe this student.

- | | |
|--|---|
| <input type="checkbox"/> Student is missing classes: | Please enter number of hours missed: _____ |
| <input type="checkbox"/> Student is habitually late: | Student is continually unprepared: <input type="checkbox"/> |
| <input type="checkbox"/> Student lacks essential skills: | Skills where student need improvement: |
| <input type="checkbox"/> Student does not take notes in class: | Reading <input type="checkbox"/> |
| <input type="checkbox"/> Student does not participate in class: | Writing <input type="checkbox"/> |
| <input type="checkbox"/> Student struggles to keep pace with the class: | Listening <input type="checkbox"/> |
| <input type="checkbox"/> Student is not completing reading and/or assignments: | Speaking <input type="checkbox"/> |

Other: _____

Comments: _____

Intervention Strategy: *(Document below strategies you have discussed and agreed upon with the student,)*



Intervention Strategies

Student Name _____ Student ID _____
Instructor Name _____ Instructor Email _____
Course _____ Date _____

Please check any of the strategies you discussed with the student.

- Advising the student of available study skills workshops, academic counselling, English language support or other support the Gulf Language School or North American University may offer;
- Requiring the student to meet with the instructor during office hours for additional support
- Requiring the student to meet regularly with a tutor and/or to attend conversation partner
- Requiring the student to submit assignments or complete assessments within a certain timeframe
- Requiring the student to attend a minimum percentage of classes
- Referring the student to other support services that may be relevant, e.g. counselling for personal issues, appropriate medical services, housing services, or financial counselling services
- Considering a period of deferment or temporary suspension of studies
- Putting a written intervention plan in place with the student to confirm the steps they are required to take, which may include participating in some of the above actions.

Intervention Plan: (document the intervention plan that will allow the student an opportunity to demonstrate improvement and commitment.)

Signatures:

Print Student Name: _____ Print Instructor Name: _____

Student Signature: _____ Instructor Signature: _____

Date: _____

Date: _____



Academic Improvement Plan (AIP)

TO:
FROM:
DATE:
RE: **Academic Improvement Plan (AIP)**

The purpose of this Academic Improvement Plan (AIP) is to define serious areas of concern, gaps in your academic performance, and allow you the opportunity to demonstrate improvement and commitment.

Areas of Concern:

Bullet point issues and how student's lack of performance and/or behavior has affected his/her academic progress

--

Observations, Previous Discussions or Counseling:

Previous instructor's intervention strategies dates/times

--

Intervention Strategies: These are the strategies related to areas of concern to be improved and addressed:

1.	
2.	
3.	
4.	
5.	

Expectations: The following performance standards must be accomplished to demonstrate progress towards achievement of each strategy:

1.	
2.	
3.	
4.	
5.	

Progress Checkpoints: The following schedule will be used to evaluate your progress in meeting your Improvement activities.

Strategy	Activity	Checkpoint Date	Type of Follow-up (email/call/meeting)	Progress Expected	Notes

We will meet again on as noted above to discuss your Academic Improvement Plan. Please schedule accordingly.

Signatures:

Print Student Name: _____ Print Director Name: _____

Student Signature: _____ Director Signature: _____

Date: _____ Date: _____



Policy Title: Examination and Final Examination Policy

Policy Number: ACA.104

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. Purpose and Scope

This policy is designed to ensure that the integrity of the examining process is preserved and that examinations and final examinations are conducted efficiently, with absolute accuracy and rigor, and in a manner which provides a consistent and appropriate examination environment for all students.

The policy applies to all instructors teaching and students involved with final examinations at Gulf Language School courses.

.2. Policy

Examinations During the Term

1. The Office of the GLS Registrar schedules all official midterm exams dates each session.
2. Examinations during the sessions (e.g., mid-terms) will normally be given only during the regular class sessions, except that make-up exams may be given at other times arranged to accommodate student class schedules.

Final Examinations

1. The Office of the GLS Registrar schedules all official final exams dates each session.
2. Examinations are ordinarily held in the same classroom in which the class has met for the session except for the Exit Exam which is conducted in the GLS computer laboratory.
3. No member of the faculty has the right to alter the exam date without the consent of the Director of Gulf Language School.
4. Faculty members (including adjuncts) must be available to students during final examination week up to the time when the final examinations of their courses are given and, physically present in the examination room for the entire final examination, except during the Exit Exam. In cases where the approved absence of a course instructor cannot be avoided, the director must approve designating another faculty member to administer the final examination. Nevertheless, faculty course instructors themselves must assign grades for the courses they teach.
5. In the unlikely event that a final examination is disrupted by events such as by a fire alarm, electrical outage, tornado warning, or other unpredictable incident, instructors must make whatever immediate decision seems appropriate to insure the safety of students.
6. Instructors may make arrangements with individual students to take final examinations at times other than the regularly scheduled time if circumstances warrant.
7. Gulf Language School requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, or other unavoidable circumstances or program activities. Therefore, instructors must offer reasonable options without penalty to students who have missed examinations for legitimate reasons.
8. It is the student's responsibility to contact the instructor as soon as possible about the reasons for a missed exam and, if the instructor so wishes, to provide appropriate documentation.



9. Make-up examinations should be scheduled at a reasonable time and location. The make-up examination, if different, should be equivalent to the original in form, content, difficulty, and time limits, and the standards for scoring and grading should be equivalent to those used for the original examination.

3. Procedures

4. Who Should Read This Policy

- GLS Administrators
- GLS Faculty
- GLS Students

5. Related Documents and References

None

Administrative Policies and Procedures



Policy Title: Annual Performance Review of Staff

Policy Number: ADM.101

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

The purpose of the Annual Performance Review of Staff is to drive organization performance. Fundamentally, the effective performance management system is an ongoing process, focused on the communication between supervisor and staff, to maximize performance of the individual, to achieve the organization goals.

Gulf Language School's performance management process includes:

1. Planning and discussing expectations about job responsibilities and performance standards
2. Providing ongoing coaching and feedback to support success
3. Evaluate the level of achievement of goals and demonstration of performance standards using the Gulf Language School Annual Performance Review of Staff Form

2. Policy

It is the responsibility of Gulf Language School, through its director, to evaluate the job-related performance of all staff members prior to the conclusion of each fiscal year. A Staff Performance Appraisal form is to be completed for each staff member by the Director responsible for evaluating the staff member's job-related performance over the twelve-month rating period.

A Self-Appraisal form is to be completed by each employee as part of the Annual Appraisal.

The supervisor is responsible for discussing with the employee 1) expectations about job responsibilities and performance standards, 2) evaluation of job performance during the current rating period, and 3) objectives for the next rating period.

The staff member's signature on the Staff Performance Appraisal form is required to verify that an appraisal was completed. The signature of the immediate supervisor and any other appropriate signatures are also required. The staff member will receive, upon request, a copy of the completed Staff Performance Appraisal form at the time of the review.

Provisional Period Review

There is a three-step review process for job performance for all newly hired, transferred, or promoted staff members at the beginning, mid-point, and end of their provisional period of employment.

Special

The staff performance appraisal form may be used at other times to reward particular accomplishments, support requests for salary increases and/or reclassification, or document problems with deficient performance.

3. Definitions

Staff Member: A current regular full-time or part-time classified GLS employee.

Provisional Period of Employment: The period during which staff members who have been hired, promoted, or transferred are given the time to learn and adjust to their new position and departmental administrators are given time to appraise the staff member's suitability for the position. The length of time is based on the job classification: three calendar months for secretarial, clerical, or technical positions; six months for professional positions. Staff members who have been involuntarily reassigned may be subject to a new provisional period.



Primary Evaluator: The individual responsible for the ongoing monitoring of the staff member's performance, who initiates or recommends personnel action, and ensures that established personnel policies and procedures are followed. In Gulf Language School, the primary evaluator is the Director of Gulf Language School.

Appraisal Period: The period of time the appraisal covers, usually 12-month period.

4. **Procedures**

Annual Appraisals

Director

1. Monitor staff member's job-related performance during the given appraisal period.
2. Instruct the staff member to complete the Self-Appraisal form by June of each year.

Staff Member

3. Complete the Self-Appraisal form and return to the immediate supervisor.

Director

4. Prior to August 15th, prepare a written appraisal of each staff member's job-related performance.
5. Meet with each staff member individually to discuss the evaluation.
6. Request that the staff member complete the "Employee Comments" section of the Staff Performance Appraisal form (not required).
7. Secure the signature of the staff member on the form, and sign where indicated. If needed, inform the staff member that signing the Staff Performance Appraisal form acknowledges that the staff member received the document and was present during the performance discussion meeting. The signature does not necessarily mean that the staff member agrees with the appraisal rating.
8. Provide a copy of the completed Staff Performance Appraisal to the staff member.
9. Submit completed Staff Performance Appraisal form to Human Resources.

Human Resources

10. Maintain the original signed Staff Performance Appraisal in the staff member's departmental personnel file.

Provisional Period of Employment Steps

Step One: Overview of Job Expectations and Departmental Information

Director

1. Complete Step One Provisional Form.
2. On the staff member's first working day (no later than the first week), discuss the Step One Provisional Form with the staff member.
3. Obtain the appropriate signatures and submit the original Step One Provisional Form to the Gulf Language School Administrative Assistant to place in the staff member's departmental personnel file. Also, provide a copy of the form to the staff member.

Human Resources

4. Maintain the original Step One Provisional Form in the staff member's departmental personnel file.

Step Two: Provisional Mid-Point Staff Appraisal

Director

5. Monitor the staff member's performance on an ongoing basis. Alert the staff member of job behaviors that are below standard, and plan together to improve performance.
6. As the mid-point of the provisional period approaches (1 1/2 or 3 months), prepare a written appraisal of the staff member's job-related performance by completing the Staff Performance Appraisal form and discuss with the staff member.



7. Secure the signature of the staff member on the form, and sign where indicated. If needed, inform the staff member that signing the Staff Performance Appraisal form acknowledges that the staff member received the document and was present during the performance discussion meeting. The signature does not necessarily mean that the staff member agrees with the appraisal rating.
8. Obtain the appropriate signatures and submit the original Staff Performance Appraisal form to the Gulf Language School Administrative Assistant to place in the staff member's departmental personnel file. Also, provide a copy of the form to the staff member.

Administrative Assistant

9. Maintain the original signed Mid-Point Staff Performance Appraisal form in the staff member's departmental personnel file.

Step Three: Employment Status Determination

Director

10. By the end of the provisional period of employment, a decision must be made to retain the staff member or extend the provisional period. Complete Step Three Provisional Form.
11. For cases of extension or termination, contact the Office of Human Resources prior to taking any action.
 - a. With prior documentation, and the approval of the Office of Human Resources, the provisional period may be extended up to a specific period.
12. Discuss with the staff member the decision to retain or extend the provisional period.
13. Obtain the appropriate signatures and submit the original Step Three Provisional Form to Human Resources to place in the staff member's personnel file. Also, provide a copy of the form to the staff member.

Human Resources

14. Maintain the original Step Three Provisional Form in the staff member's personnel file.

Special Reviews

Director

1. To acknowledge special accomplishments, document performance problems, or evaluate new duties at a period of time other than the annual review or the provisional mid-point staff appraisal, complete the Staff Performance Appraisal form.

The Performance Improvement Plan

Director

1. Document plans to improve the unacceptable performance of a provisional or regular staff member.
2. When a problem has been identified, the recommended procedure is to consult the Office of Human Resource.
3. In consultation with Human Resources, complete a Performance Improvement Plan, and discuss it with the staff member. Provide the staff member with a copy of the completed Performance Improvement Plan.
4. Review performance as indicated and provide the necessary support.
5. If the staff member's performance improves as planned, follow the procedures for Special Reviews (above).
6. If the staff member's performance does not improve as outlined in the Performance Improvement Plan, in consultation with Human Resource, the supervisor may begin disciplinary procedures up to and including termination.

Human Resources

7. Maintain the original Performance Improvement Plan in the staff member's personnel file.



5. Who Should Read This Policy

- Administrators
- Staff

6. Related Documents and References

- Annual Goals Form
- Staff Self-Appraisal Form
- Annual Performance Review of Staff Appeal
- Performance Improvement Plan
- Provisional Form



Annual Goals Form

Note: This form is a supplement to the Staff Performance Appraisal Form and is an optional step in the annual performance appraisal process.

Staff Member: _____
Position: _____
Director: Margaret Combs
Date: _____

PURPOSE/PROCEDURE

This form can be used to write your individual goals at the start of each fiscal year (September 1-August 31.) It can then be used by you and the director, at the end of the year, to rate and describe the results of each goal. The goals form, updated with results and ratings, should be submitted with your self-appraisal form in preparation for the performance appraisal meeting (to take place by August 15th.)

A goal is a result that you are expected to accomplish in your job. Goals ensure that you and your supervisor agree on the primary areas where your efforts should be focused each year and the criteria with which success will be measured. Goals should be written in consultation with the director.

Completed by; Self Director

Description of Goal 1	Description of Result	Rating
		Select Rating
Description of Goal 2	Description of Result	Rating
		Select Rating
Description of Goal 3	Description of Result	Rating
		Select Rating
Description of Goal 4	Description of Result	Rating
		Select Rating
Description of Goal 5	Description of Result	Rating
		Select Rating

Employee Signature: _____ Date: _____

Director Signature: _____ Date: _____



Self-Appraisal Form

Staff Member: _____
Position: _____
Director: Margaret Combs
Date: _____

STATEMENT OF PHILOSOPHY

The Self-Appraisal provides you with the opportunity to contribute significantly to improving both your own performance and your working relationship with your supervisor. The Gulf Language School's Performance Appraisal Program is designed to provide time for the employee and director to look back over the past and realistically plan for the future.

The self-appraisal encourages you to be proud of your accomplishments and candid about your areas of improvement. The following questions are intended to help you organize your thoughts and share information with your supervisor prior to receiving your performance appraisal. An essential goal of the performance appraisal meeting is that both you and your supervisor know clearly what you expect of each other and feel strongly that you can achieve your objectives by working together.

Instructions for completing this form:

Employees should respond to each of the questions completely and accurately.

Employees should complete this form prior to the annual performance appraisal meeting with the director.

Employees should provide their supervisor a copy of this completed form prior to their performance appraisal meeting.

1. Describe your most significant accomplishments this past year.

2. Describe any barriers or challenges that impacted you in effectively completing your job responsibilities or accomplishing your goals.

3. Please list your area(s) of strength and area(s) of improvement.

4. What skill or new knowledge would you like to develop to improve your performance?

5. Is there any other information you would like to share with the director regarding your work performance?

Employee Signature: _____ Date: _____

Director Signature: _____ Date: _____

Staff Performance Appraisal Form

Staff Member: _____



Position: _____
Director: _____
Date: _____

PURPOSE OF CURRENT APPRAISAL

- Annual Appraisal Provisional Period Mid-Point Review Special

STATEMENT OF PHILOSOPHY

This performance appraisal process is designed to evaluate an employee's performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal session, time is set aside to:

- 1) Restate expectations about job responsibilities and performance standards
- 2) Evaluate job performance against previous expectations
- 3) Discuss future development opportunities and relate them to organizational needs

Supervisors: In evaluating an employee's performance, you are to identify strengths and areas of performance which require improvement. You are asked to provide examples of the employee's performance to illustrate the ratings you give. Examples based on your own observations work best.

However, second hand observations are permissible if you have verified the information. Such examples clarify your message. After the meeting, follow up on the development plans mutually established by you and the employee.

Employees: The more involved you are in the performance appraisal session, the more effective the process is likely to be. Be prepared by completing the self-appraisal form.

STAFF PERFORMANCE APPRAISAL FORM INSTRUCTIONS

The performance appraisal process should include the following steps:

- Obtain and review self-appraisal from employee
- Complete Staff Performance Appraisal form for employee*
- Schedule meeting to discuss the appraisal
- Conduct performance appraisal meeting
- Provide copy of signed Staff Performance Appraisal to employee
- Place signed Staff Performance Appraisal in the employee's personnel file
- Schedule meeting to discuss performance expectations with employee for upcoming year
- Complete each applicable section of the form below.

APPRAISAL RATINGS AND CRITERIA:

Unsatisfactory	Development Needed	Successful	Above Expectations	Exceptional
Employee must demonstrate improved work performance within immediate period of time (e.g., 3 months)	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (e.g., 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. <i>This represents the expected level of performance as established by the supervisor.</i>	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.



SUPERVISOR’S APPRAISAL OF EMPLOYEE’S PERFORMANCE STANDARDS

Performance Standard	Rating
Job Knowledge/Functional and Technical Skills <ul style="list-style-type: none"> • Has achieved required level of knowledge and skills in position-related areas • Applies knowledge and skills to meet job requirements • Keeps up to date in all relevant knowledge and skills areas to meet job requirements 	Select Rating Select Rating Select Rating
Examples that Support Rating	

Performance Standard	Rating
Service Orientation <ul style="list-style-type: none"> • Actively seeks information to understand customers’ circumstances, problems, needs, and expectations • Shares information with customers to build their understanding of issues and capabilities • Responds quickly to meet customer needs and resolve problems • Seeks opportunities to improve the products and/or services to meet customer needs 	Select Rating Select Rating Select Rating Select Rating
Examples that Support Rating	

Performance Standard	Rating
Interpersonal Communication <ul style="list-style-type: none"> • Relates well to all people - up, down, and across - internally and externally to the School/Department • Establishes rapport; builds and maintains effective working relationships • Practices attentive and active listening • Uses diplomacy and tact; can diffuse high-tension situations comfortably 	Select Rating Select Rating Select Rating Select Rating
Examples that Support Rating	

Performance Standard	Rating
Initiating Action <ul style="list-style-type: none"> • Readily takes action consistent with department objectives • Looks for and takes advantage of opportunities to act beyond what is required • Takes independent actions when appropriate • Volunteers readily • Suggests methods and procedures to improve departmental operation 	Select Rating Select Rating Select Rating Select Rating Select Rating



Examples that Support Rating

Performance Standard	Rating
Organizing and Planning <ul style="list-style-type: none"> • Prioritizes multiple activities and assignments effectively and adjusts as appropriate • Determines tasks and secures appropriate resources to get things done • Uses time effectively and stays focused to ensure work is completed • Meets commitments and deadlines consistently 	Select Rating Select Rating Select Rating Select Rating

Examples that Support Rating

Performance Standard	Rating
Quality of Work <ul style="list-style-type: none"> • Accurately and carefully follows process/procedures for completing work • Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) • Attentive to all details and aspects of a job or process to ensure a complete, high quality output 	Select Rating Select Rating Select Rating

Examples that Support Rating

Performance Standard	Rating
Work Habits <ul style="list-style-type: none"> • Conducts work within the established (and accepted) department practices • Conducts work according to the established and approved work schedule • Demonstrates professionalism and workplace etiquette 	Select Rating Select Rating Select Rating

Examples that Support Rating

Performance Standard	Rating
Decision Making <ul style="list-style-type: none"> • Identifies issues, problems and opportunities and determines that action is needed • Probes all relevant sources to better understand problem, issue or opportunities • Analyzes information and generates options for addressing issue, problem or opportunity • Chooses appropriate action by evaluating options and considering implications in a timely manner • Involves others as needed to ensure quality and commitment of decision 	Select Rating Select Rating Select Rating Select Rating Select Rating



Examples that Support Rating

Performance Standard	Rating
Composure <ul style="list-style-type: none"> • Maintains effective performance under pressure • Copes effectively and develops effective approaches to deal with pressure or stress • Presents a positive disposition and maintains constructive interpersonal relationships when under stress 	Select Rating Select Rating Select Rating

Examples that Support Rating

Performance Standard	Rating
Leading Others <ul style="list-style-type: none"> • Inspires and guides individuals toward higher levels of performance • Treats people with dignity, respect, and fairness • Creates a climate in which people want to do their best • Serves as a positive role model • Operates with integrity, honesty and courage 	Select Rating Select Rating Select Rating Select Rating

Examples that Support Rating

Performance Standard	Rating
Coaching Others <ul style="list-style-type: none"> • Clarifies expected behaviors and levels of performance • Sets clear objectives and measures • Provides the necessary information, support, and resources for staff to be effective • Provides timely feedback and guidance on performance • Works with employees to reinforce effective efforts and progress or improve performance 	Select Rating Select Rating Select Rating Select Rating Select Rating

Examples that Support Rating

Performance Standard	Rating
Managing Performance of Others <ul style="list-style-type: none"> • Works with individual to set performance goals and expectations • Sets development plans • Monitors performance progress • Evaluates performance • Plans and conducts performance appraisal 	Select Rating Select Rating Select Rating Select Rating



Examples that Support Rating

SUMMARY OF CURRENT YEAR OBJECTIVES

IDENTIFY DEVELOPMENT OPPORTUNITIES

SUPERVISOR'S OVERALL SUMMARY AND RATING

Summary:

EMPLOYEE COMMENTS (Optional)

Acknowledgement:

Employee Signature: _____ Date: _____

Director Signature: _____ Date: _____

Human Resource Signature: _____ Date: _____



Performance Improvement Plan (PIP)
Confidential

Staff Member: _____
Position: _____
Director: Margaret Combs
Date: _____

The purpose of this Performance Improvement Plan (PIP) is to define serious areas of concern, gaps in your work performance, reiterate Delta State University’s expectations, and allow you the opportunity to demonstrate improvement and commitment.

Areas of Concern: (List specific areas where the employee failed to meet expectations)

Observations, Previous Discussions, or Additional Training Provided: (List any previous times the issues have been addressed, the context, and the outcome of discussions or training)

Step 1 - Improvement Goals: These are the goals related to areas of concern to be improved and addressed:

1. _____
2. _____
3. _____

Step 2 - Activity Goals: Listed below are activities that will help you reach each goal:

Goal#	Activity	How to Accomplish	Start Date	Projected Completion Date

Step 3 - Resources: Listed below are resources available to you to complete your Improvement activities (may include other people’s time or expertise, management support, training materials and activities, or time away from usual responsibilities.)

1. _____
2. _____
3. _____

Step 4 - Expectations: The following performance standards must be accomplished to demonstrate progress towards achievement of each Improvement goal:

1. _____
2. _____
3. _____



4. _____
5. _____

Step 5 - Progress Checkpoints: The following schedule will be used to evaluate your progress in meeting your Improvement activities.

Goal #	Activity	Checkpoint Date	Type of Follow-up (memo/call/meeting)	Progress Expected	Notes

Follow-up Updates: You will receive feedback on your progress according to the following schedule:

Date Scheduled	Activity	Conducted By	Completion Date
	30-day Review	[Supervisor]	
	45-day [or 60-day] Review	[Supervisor]	
	60-day [or 90 – Day] Review	[Supervisor]	

Timeline for Improvement, Consequences & Expectations:

Effective immediately, you are placed on a (insert 30, 60, or 90)-day PIP. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations, or any display of gross misconduct will result in further disciplinary action, up to and including termination. In addition, if there is no significant improvement to indicate that the expectations and goals will be met within the timeline indicated in this PIP, your employment may be terminated prior to the end of this PIP. Furthermore, failure to maintain performance expectations after the completion of the PIP may result in additional disciplinary action up to and including termination.

The PIP does not alter the employment-at-will relationship. Additionally, the contents of this PIP are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with your supervisor.

We will meet again on as noted above to discuss your Performance Improvement Plan. Please schedule accordingly.

Acknowledgement:

Employee Signature: _____ Date: _____

Director Signature: _____ Date: _____

Human Resource Signature: _____ Date: _____



Policy Title: Review of Policies and Procedures

Policy Number: ADM.102

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/02/2017

1. **Purpose and Scope**

The objective of this document is to provide guidelines and recommendations for the review of policies at Gulf Language School. These recommendations and guidelines should be viewed as providing general direction, rather than specific prescriptions for action, unless specific actions are required by existing policies or regulations.

The periodic review of policies should originate with the Responsible Office. If more than one Responsible Office has significant responsibility for a policy area, both should consult and coordinate responsibilities for drafting and review of the policy.

This policy applies to all Gulf Language School policies and procedures and related forms.

2. **Policy**

Policies and procedures provide a framework in which decisions can be made and implemented. They help to standardize practice, maintain quality, test and improve services, and achieve greater understanding and co-operation amongst students, faculty, and staff. They may include terms of reference describing the stakeholders' roles and responsibilities, objectives and timelines.

Gulf Language School recognizes that regular scheduled review of policies and procedures ensures that policies and procedures are appropriate and provide an up-to-date framework.

All Gulf Language School policies and procedures will have a default review date of five years from last approval of the policy or procedure. Policies and procedures may have a shorter review date if a policy owner or approving body believes a more regular review is required.

It is the responsibility of each policy owner to ensure that policies and procedures are regularly reviewed. Internal or external factors may drive the need for a policy review prior to the scheduled time.

3. **Definitions**

Policy: Policy regulates, directs and controls actions and conduct. Policy can range from broad philosophy to specific rules. Policy provides the operational framework within which the institution functions. Policy provides the formal guidance needed to coordinate and execute activity throughout the institution.

Policy Owner: A Policy Owner is the person with overarching responsibility for a policy and/or procedure. They are responsible for ensuring that:

- appropriate consultation occurs during development or review of a policy;
- new or reviewed policy and procedure is implemented, compliance is monitored and issues are recorded or resolved;
- the policy and procedure are reviewed at a minimum of every five years, from last date of approval of the policy and procedure.

The Responsible Office: The responsible office is the office responsible for developing and administering a policy, which includes dissemination of the policy, development of procedures where appropriate, communications and training related to the policy, and timely revisions.



Procedure: Procedure tells users how to, and who will, implement the policy. Procedure is specific, factual, succinct and to the point, and does not include detailed work instructions or descriptions of routine processes, timelines, forms and templates, which may be subject to frequent modification in procedures.

4. **Procedures**

The following generally involved in policy and procedure (where applicable) development, approval, implementation and review.

Review of a Policy or Procedure

A policy may be reviewed when there is a need for clarity and consistency on an issue and/or a need to control, direct or inform all or some members of the Gulf Language School community on such matters as health and/or safety, human resource issues, a legal liability, a licensing or regulatory requirement, issues where there may be serious consequences, accountability and/or where there is institutional risk. Policies have application and are mandatory to those identified in the scope.

The need for a procedure(s) related to the policy will also be determined by the Policy Owner. Not all policies require a procedure(s). However, procedures will be developed where there is a need to provide specific operational instructions on steps to take when a situation occurs. Some policies may require more than one procedure to address different situations.

In addition, existing policies and related procedure(s) (where applicable) will be reviewed periodically, at least every five years, and updated as required.

The Policy Owner responsible for the policy and related procedure(s) (where applicable) will outline the rationale for the new policy and procedure(s) or for the update to the policy and procedure(s) (where applicable) to the Policy Owner and receive approval to proceed.

The Policy Owner will consult with the Vice President of Academic Affairs, Vice President of Administrative Affairs, and the Executive Vice President of Compliance, Accreditation, and Institutional Effectiveness before beginning the review process. The Policy Owner will inform the Executive Team of the policy and procedure (where applicable) that is proposed for review.

The Policy Owner will develop a plan with phases and timelines that typically include the following: analysis, research, drafting, consultation, review, revision, editing, finalization and implementation.

Key stakeholders for consultation will be identified by the Policy Owner. He or she may determine that a Policy and Procedure Committee comprised of those directly impacted by the policy and procedure (where applicable) would be beneficial to the development process.

The Policy Owner, in conjunction with the Policy Development team, if applicable, will conduct research on issues and best practices related to the policy and procedure (where applicable) and may prepare interview questions for the consultation phase. Subject matter experts and others who have information may be consulted at this stage.

All policies and procedures (where applicable) will be documented on the Policy and Procedure Template. Policy statements should be clear, concise, and specific. They should be written in simple language and include what the policy is and what is expected of the users. Where the policy and procedure (where applicable) body is lengthy, sections within the policy body should be numbered and subsection headings introduced.

The initial draft policy and procedure(s), if applicable, will be presented by the Policy Owner to the appropriate stakeholders for review and feedback.

The Policy Owner will review feedback and revise the policy and procedure(s) (where applicable) as required. If a legal review is required, the policy and procedure(s) (where applicable) will be sent to legal counsel for review.

Amendments to a Policy or Procedure



If a member of the Gulf Language School community determines that a policy or procedure amendment is necessary, the person should contact the appropriate Policy Owner to explain the need and nature of the change. It is the Policy Owner's responsibility to determine whether a change is required.

Request for Approval

A Request for Policy and/or Procedure Review Form must be submitted with any policy and procedure requiring review. Minor amendments to a policy or procedure can be approved by the Policy and Procedure Committee.

New policies and procedures, or major amendments to policies and procedures, must also be approved by NAU. Governance policy and procedure require approval by the Board of Trustees.

Communication of an Amended Policy or Procedure

When a new or amended public policy or procedure is formally approved, it must be published on Gulf Language School's Policies and Procedures webpage, indicating the new date of approval.

The Policy Owner is responsible for specific implementation and communication activities to ensure that those affected by the policy or procedure (whether internal or external to Gulf Language School) are made aware of the changes.

5. Who Should Read This Policy

- Administrators
- Staff
- Students

6. Related Documents and References

- Request for Policy and/or Procedure Review



Request for Policy and/or Procedure Review

Please use this form to record any observations or problems with a policy or procedure, and return it to the Director. Policy and procedure comments will be reviewed and action will be taken to rectify the issue or used when the next policy review takes place.

Name/ of policy: _____

Type of Policy: _____

Date: _____

Describe the policy issue or problem.

Describe the procedure issue or problem.

Suggestion with respect to this problem/issue

Employee Signature: _____ Date: _____

Director Signature: _____ Date: _____



Policy Title: Mission Statement Review Policy and Procedure

Policy Number: ADM.103

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

The purpose of this policy is to establish guidelines for revising and approving the program mission Gulf Language School.

This policy applies to all members of Gulf Language School (GLS) at the North American University (NAU).

2. Policy

The policy is to revise and approve the mission, vision and values statements by means of a broad range of input from throughout Gulf Language School and North American University.

3. Definitions

Mission Statement-The mission statement conveys the reason for the Gulf Language School's existence. It succinctly identifies what the GLS does, why and for whom by addressing the fundamental purpose of the GLS with respect to its teaching and service responsibilities.

4. Procedures

Responsibilities

The Program Review Advisory Committee is responsible for initiating and/or coordinating proposed revisions of the programs mission, vision and values statements. Proposed revisions will be recommended to the Vice-President for approval.

1. Mission Statement Review Process

- a. The Program Review Advisory Committee (PRAC) shall review the mission statement prior to the commencement of a major program planning cycle, whenever significant changes in the program's nature, affiliation, or operating environment occur, whenever the results of the institution-wide planning and assessment processes demonstrate that all or a portion of the mission statement is not viable, or at least once every five years or as a part of any review conducted by the Commission for English Language Accreditation (CEA). If revisions are deemed necessary or desirable, PRAC or a sub-committee appointed by PRAC shall begin the revision process by drafting a revised statement.
- b. Proposed revisions may also be initiated and submitted by any of the major representative advisory councils of the institution or by an ad hoc committee appointed by the Vice-President expressly for the purpose of reviewing the mission statement. When proposed revisions are initiated by a group other than PRAC, that group will forward its draft to PRAC for consideration and appropriate action.
- c. PRAC will present the proposed mission statement to the program community at large by electronic or other means to elicit broad feedback. The responses will be considered when PRAC revises its draft.
- d. When PRAC finds that substantial consensus on the proposed revision has been reached among the various advisory councils, the final draft of the revised mission statement will be submitted to a vote of the general faculty and staff, with the eligibility to vote and proportion necessary for passage determined by PRAC.

If the vote of the general faculty and staff fails to endorse the proposed revision, PRAC will consult with the Director regarding their concerns and draft a revision that is presented again.



- e. When the vote of the general faculty and staff endorses the proposed revision, PRAC will recommend the proposed revision to the Vice-President of Academic Affairs for approval.

If the Vice-President does not approve the statement approved by the general faculty and staff vote, PRAC will consult with the Vice-President on the nature of the modification(s) required.

If PRAC decides substantive modifications are required, PRAC will prepare a draft to the Vice-President's specifications and resubmit the draft to the PRAC.

If PRAC deems that only non-substantive modifications are required, PRAC will prepare a draft to the Vice-President's specifications.

- f. Once the Vice-President approves the revised mission statement, the Vice-President sends it to the President.
- 1) When the President recommends the revised mission statement to the Board for approval, it will be published as the Intensive English Program's official mission statement pending final approval by the Board.
 - 2) The Gulf Language School will post the new mission statement on its website, work with appropriate staff to have it posted on other institutional websites, and send the mission statement, with appropriate caveats, to all faculty, staff and students.

5. Who Should Read This Policy

- Administrators
- Staff
- Faculty

6. Related Documents and References

None



Policy Title: Double Marking Policy and Procedure

Policy Number: ADM.104

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. Purpose and Scope

This policy explains and defines the double marking of progress tests, presentations, and essays to be used by faculty in the Intensive English Program.

2. Policy

The rationale for the use of double and second marking is as follows:

- to ensure standards are achieved and recognized through the award of appropriate marks;
- to assure students that their work is assessed objectively and against clearly defined, published, assessment criteria.

3. Definitions

Marking Scheme: The explicit explanation of how assessments are scored, i.e. how points are associated with answers to the question set and attributed to parts of the assessment.

Model answers: The correct answer to the question as documented by the question setter.

Anonymous Marking: The markers are unaware of the personal identity of the students whose work is being marked.

Second-marking: The involvement of two separate markers in the assignment of marks to the assessment of individual students. The second marker is not informed of the first marker's marks and comments.

Independent marking/double marking: Each marker assigns a mark. The two examiners' marks are subsequently reconciled to agree the mark for the assessment.

4. Procedures

First marker's responsibilities are:

- Record comments/feedback and award mark
 - Inform support staff once marking complete i.e. turn in tests, presentations, and essay recorded scores

- Agree consolidate marks

Second marker's responsibility

- Record comments/feedback and award mark
- Inform support staff once marking complete i.e. turn in tests, presentations, and essay recorded scores

The progress tests, presentations, and essay will be anonymously marked as the evaluation sheets for each assignment will only identify the student's identification number.

A marking scheme explaining how the assessment is scored, i.e. how points are associated with answers to the question set and attributed to parts of the assessment. Where appropriate, this will include the model answer.

Double marking means that each assignment is marked by two markers, both of whom record comments/feedback and a suggested mark. The second marker is not informed of the first marker's marks and comments.



The first marker completes marking, i.e. recorded their comments/feedback and their suggested mark for each assignment. Marking and how marks are arrived at must be documented and transparent for external examiners, students, and, if necessary, complaint panels.

The second marker marks each assignment again, also recording comments/feedback and a suggested mark. Marking and how marks are arrived at must be documented and transparent for external examiners, students, and, if necessary, complaint panels.

Justification of marks in quantitative assessments, model answers and evidence of the scoring of the assessment as per the application of the marking scheme can constitute documented justification.

For double marking, discrepancies between first and second marker of more than ten points must be resolved by a third or possibly fourth marker.

The instructor of record is responsible for recording the agreed mark.

5. Who Should Read This Policy

- Administrators
- Faculty

6. Related Documents and References

- Double Marker Agreement



Double Marker Agreement

Date: Date

Name: Instructor's name

By signing this agreement, I agree to maintain and honor the security and confidentiality of all grader test materials used during double marking and to abide by the following restrictions:

- 1) I agree not to disclose any answers on the evaluation sheet to other graders while participating in the scoring activities.
- 2) Upon completion of the grading test package(s) in my care, I agree to return to the evaluation sheet to the coordinator or designee with all test materials provided to or prepared by me, including all copies thereof and all notes taken or otherwise prepared by me.
- 3) I understand that I may not retain or share any copies of completed evaluation sheets.
- 4) I agree that I will not use or discuss the content of the evaluation sheet with other graders.
- 5) I understand that instructors who engage in inappropriate conduct with respect to grading may be subject to disciplinary actions.

I, instructor's name, have read the grading agreement above and agree to abide by the restrictions described herein.

Signature

Date



Policy Title: Student Orientation Policy and Procedure

Policy Number: ADM.105

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. Purpose and Scope

Student orientation programs are designed to aid Gulf Language School students in adjusting to the academic and social life of the institute in a university.

The primary purpose of Gulf Language School orientation program is to help students understand the nature of Gulf Language School and North American University, the educational opportunities available to them, the values and functions of the university community, and the central objective of the institutes as academic enterprises. It is also intended to permit students to participate in the testing program; to participate in academic advisement; and to inform them about matters relating to student registration, campus activities, and other aspects of university life.

This policy covers all prospective and current students of the Gulf Language School.

2. Policy

Prior to the commencement of a course of study, students will attend an Orientation Program designed to assist them with their transition to study with Gulf Language School. The orientation program will welcome students to university life and introduce them to the important aspects of the institute's operations, activities, regulations and the expectations of students. The orientation program is conducted after the start of teaching on the first day of class. Seminars are presented by key staff of Gulf Language School and North American University. These seminars will cover course related matters, key policies and procedures, IT services, administrative matters, student services, learning services and campus facilities.

The orientation program also provides an opportunity for students to meet other students and the staff of the institutions.

Orientation is compulsory and students who do not attend will be required to contact the Director of Gulf Language School to make arrangements for an alternative orientation session

The orientation process will be reviewed at least once per year.

3. Definitions

In this policy, unless the context requires a different meaning,

4. "coordinator" means coordinator of orientation;
5. "director" means the director of Gulf Language School or the director's delegate or representative;
6. "student" means a person enrolled at the Gulf Language School or a person accepted for admission or readmission to the university while that person is on the campus; and
7. "university" means the North American University

4. Procedures

Responsibilities:

The coordinator will plan and direct all Gulf Language School face-to-face student orientation program. In carrying out his or her responsibilities, the coordinator is administratively responsible to and will report periodically to the director.



The coordinator will consult with representatives from key stakeholders and representatives from these areas will also form a reference group on a needs basis.

The director or designee is responsible for the development and presentation of Gulf Language School's policies and procedures as well as paying specific attention to aspects of the program specifically targeted at meeting the practical, cultural and social adjustment needs of international students. A particular emphasis is placed on providing information on and access to:

- Support services available to assist with the transition into life and study in the United States
- Emergency and health services – for example, campus security
- Facilities and resources
- Complaints and appeals processes; and
- Information on visa conditions relating to course progress and, if applicable, attendance.

Information and Activities

The Orientation program will include a formal welcome from the Director of Gulf Language School. Transition activities will be academic, informative and social in nature and provide students with opportunities to obtain all course and unit information, guidance on international student matters, relevant health insurance, and information on University services.

students attending an orientation program are subject to the rules and regulations governing student discipline and conduct set out in Student Code of Conduct.

5. Who Should Read This Policy

- Administrators
- Faculty
- Students

6. Related Documents and References

- PowerPoint Gulf Language School
- PowerPoint Library
- PowerPoint International Student Office
- PowerPoint Student Services
- Power Point Security
- PowerPoint IT Office
- Orientation Survey



New Student Orientation Survey

This survey will be used to gather information about the services offered to Gulf Language School students at their New Student Orientation. This survey is meant to assess the services provided to incoming students. Please complete the following to the best of your knowledge. All information will be kept confidential.

- 1. Did you attend New Student Orientation?** Yes No
- 2. During the application process, I received or was made aware of the following documents:**

- English Proficiency Chart
- Gulf Language School Catalog
- Gulf Language School Student Handbook
- Student Guidebook for Placement Exams

- 3. The following questions will help us to assess your orientation experience. Please indicate how closely you agree with the statement.**

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>Orientation leaders were courteous and helpful.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>During orientation, I felt Gulf Language School and North American University administration, students and staff genuinely cared for me.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I learned about important campus resources (library, Student Life, Student Success, immigration, etc.) during orientation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The placement test processes were stress free.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I know how I can get involved on campus, if I wanted to do so.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The information I received from Gulf Language School during Orientation helped me feel confident about the program that I am enrolled in.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The best part about Orientation was meeting my fellow classmates</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Orientation allowed me to meet GLS faculty members</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I now understand Gulf Language School and North American University better as a result of attending orientation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>My experience at Orientation reinforced my decision to enroll at the Gulf Language School</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you aware of the following services/offices on campus?

Question	Yes	No
Office of International Student Services	<input type="radio"/>	<input type="radio"/>
Business Office/Bursar	<input type="radio"/>	<input type="radio"/>
Student Success Tutoring Center	<input type="radio"/>	<input type="radio"/>
Library Services	<input type="radio"/>	<input type="radio"/>
Student Activities/ Student Life	<input type="radio"/>	<input type="radio"/>
Resident Hall Services	<input type="radio"/>	<input type="radio"/>

- 4. Comments or suggestions?**
-



Policy Title: Placement Testing Policy

Policy Number: ADM.106

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/27/2017

1. Purpose and Scope

The purpose of placement testing is to match the academic readiness of the incoming student with the academic requirements of the curriculum. This policy covers all prospective and current students of the Gulf Language School (GLS) and North American University (NAU).

2. Policy

The policy requires placement testing before a student may enroll in English courses in the pre-university program. The placement testing is designed to place students in courses based on their current knowledge and ability. The ACCUPLACER Online, developed by The College Board, is GLS’s main assessment tool. The Placement Tests administered are:

Pre-university testing

Language Placement Testing

The Language Placement Test (LPT) consists of five parts: reading comprehension, listening comprehension, sentence meaning, language usage and an essay. Because NAU endorses a “whole language” approach to teaching English, the multi-measure feature is utilized to combine reading, listening, language usage, sentence meaning, and writing scores to determine English placement in the Intensive English Program or in the non-matriculating English programs.

Undergraduate and Graduate Testing

English Placement Testing

The Native English Test consists of two parts: reading comprehension and an essay. The Reading Comprehension test measures a student’s ability to understand what he or she has read. There are four content areas on this test: 1) identifying main ideas, 2) direct statements/secondary ideas, 3) inferences, and 4) applications. The essay score used in conjunction with other ACCUPLACER reading comprehension test score determines the placement of students into college-level or developmental English courses.

Math Placement Testing

The Math Placement Test (MPT) consists of two parts: elementary algebra and college level math. The math placement test describes the knowledge and skills associated with specific ACCUPLACER ranges of Total Right Scores.

Exemptions from College Placement Testing

Exemptions to the placement testing policy may be approved if at least one of the following has been met:

Undergraduate Testing Exemption Minimum Scores		
Source	Subject	Scores
SAT (prior to March 2016)	Reading Section	500
	Writing Section	500
	Math Section	500



SAT (March 2016 to present)	Reading Test	27
	Writing Test	29
	Math Section	530
ACT	Math	23
	English	23
TAKS	English	2300
	Math	2300
STAAR	Reading/Writing/Math	End-of-course score: 2 English III /2 Algebra II
TSI Tests	English Math	Writing 5 or Reading of 363 writing 4 Math 350
Transfer of Composition & Rhetoric	English	C- or above
Transfer of College Algebra	Math	C- or above
Gulf Language School Intensive English Program	IENG 0009 Developmental Reading and Writing or IENG 0006 Advanced English Course	70

Retest

It is incumbent upon students to fully prepare before taking Accuplacer, the college's placement assessment tool.

Retesting is appropriate when there is reason to believe that a score obtained from previous testing does not accurately reflect the examinee's true level of knowledge or skill. Typically, retesting is appropriate in two situations: (1) when factors other than the examinee's ability are believed to have influenced the previous testing and (2) when the scores obtained from the previous testing are no longer believed to reflect the student's current ability.

3. Definitions

Undergraduate or graduate applicant – has met NAU's minimum entry requirements displaying English competency as set by the institution.

Pre-University (Intensive English Program) applicant – has met NAU's minimum entry requirements without displaying English competency as set by the institution.

Gulf Language School applicant – a non-matriculating student who wants to study English or test preparation courses for personal or professional reasons.

4. Procedures

Test Administration

The Gulf Language School is responsible for arranging the Language Placement Test (LPT) at schedule times throughout the year and by appointment.

North American University is responsible for arranging the English Language and Math Placement testing for incoming undergraduate and graduate applicants.

Accommodations



Students with documented disabilities should contact the Director of the Gulf Language School to complete testing accommodation arrangements.

Establishing Minimum Standards for Access to General Education Courses

The GLS Director and/or faculty determines common cut-off scores for IEP remedial and pre-university coursework.

The GLS Director forwards to Admission and cut score placements for development coursework by the end of February each year. These scores go into effect at the beginning of the Fall testing term (September) and remain in effect through the following Summer term testing period (August).

In the North American University, Office of Academic Affairs determines common cut-off scores for NAU's English and math placement.

Placement testing requirements

Placement testing for undergraduate, graduate, or Intensive English program applicants:

If student does not meet the minimum English requirement of a 61 iBT TOEFL or 5.5 IELTS.

- Students who identify themselves as non-native speakers of English on the Application for Admission will be scheduled an appointment by admissions to take the language placement test.
- Students will take the Language Placement Test (LPT), ACCUPLACER Online, which tests the current knowledge and ability of the student in reading comprehension, listening comprehension, sentence meaning, language usage, writing, and mathematics.
- Immediately after taking the LPT, students will meet with an admissions advisor for recommendations and consultation regarding registration, program planning, class schedules, and other academic issues according to their placement scores.
- The ACCUPLACER Proctor will forward the final placement scores to the Office of Director.

Placement testing for undergraduate, graduate, or Intensive English program applicants:

If student meets the minimum English requirement of a 61 iBT TOEFL or 5.5 IELTS.

- Admission schedule an appointment to take the Native English and math placement test.
- Students will take the ACCUPLACER Online Undergraduate English and Math placement test, which tests the current knowledge and ability of the student in reading comprehension, writing, and mathematics.
- Immediately after taking the Undergraduate English and Math placement test, students will meet with an admissions advisor for recommendations and consultation regarding registration, program planning, class schedules, and other academic issues according to their placement scores.
- The ACCUPLACER Proctor will forward the final placement scores to the Office of Records.

Placement retesting:

In the Gulf Language School, students are allowed to take the ESL ACCUPLACER Test free of charge for the initial test. The Director of the Gulf Language School can approve a retest if certain conditions. Students will be charged \$45.00 for any additional testing.

For appeals: Contact the Gulf Language School to schedule an appointment with the director/coordinator.

Retesting is prohibited if the student is currently enrolled in the respective preparatory course.

In North American University, new undergraduate or graduate students are allowed to take the ACCUPLACER Native English, Elementary Algebra and/or the College Level Math, twice (the initial test and then one re-test). Students will be charged \$45.00 for any additional testing.

Students are encouraged to complete a test review for the subject area in which he or she wishes to retest in. Students can request test review guides from the Office of Admissions or the Director of Gulf Language School.

5. Who Should Read This Policy



- Administrators
- Faculty
- Students

6. Related Documents and References

- None

Faculty Policies and Procedures



Policy Title: Annual Performance Review of Faculty

Policy Number: FAC.101

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

The purpose of the Annual Performance Reviews of Faculty is the periodic evaluation of faculty intended to enhance and protect, not diminish, the important guarantees of academic freedom. Annual reviews will focus primarily on individual merit relative to the performance of assigned duties. The annual evaluation is conducted to provide guidance for continuing and meaningful faculty development; to assist faculty in enhancing their professional skills and achieving their professional goals; to refocus academic and professional efforts, when appropriate; and to assure that faculty members are meeting their responsibilities to the Gulf Language School.

2. Policy

This policy applies to annual performance reviews of all faculty members, except those faculty members who are appointed with an "Adjunct" title on their contracts and/or those faculty members whose contracts provide a short-term appointment period of six months or less.

Faculty members of the Gulf Language School are evaluated with respect to all personnel matters on the basis of excellence in performance. Annual performance reviews are intended:

1. To involve faculty members in the design and evaluation of objectives and goals of their academic programs and in the identification of the performance expectations central to their own personal and professional growth;
2. To assess actual performance and accomplishments in the areas of teaching, research, and professional service through the use of peer review;
3. To promote the effectiveness of faculty members through an articulation of the types of contributions they might make that enhance the Gulf Language School;
4. To provide a written record of faculty performance to support personnel decisions;
5. To recognize and maximize the special talents, capabilities, and achievements of faculty members;
6. To correct unsatisfactory ratings in one or more areas of responsibility through specific improvement plans designed to correct the deficiencies in a timely manner;

All faculty members who are found to be performing overall as meeting expectations in the annual performance review may be eligible for salary increases and other awards that may exist or be established at the Gulf Language School, or University levels.

Annual Performance Review Criteria

Written evaluation criteria were developed by faculty of the Gulf Language School, together with the director, to document the performance expectations for faculty members. The recommended categories for evaluation are:

- 5-Outstanding; over time exceeds all expectations in a uniformly and consistently superior manner
- 4-Very good; exceeds all expectations in a uniformly and consistently superior manner
- 3-Average; meets most expectations in a satisfactory way;
- 2-Fair; meets some expectations in an acceptable manner, but needs improvement in major areas
- 1-Poor; unsatisfactory; not meeting minimal expectations in major areas



The stated expectations will differentiate between consistent and inconsistent performance and must align with the mission of the Gulf Language School, and the norms of the discipline. These expectations must be approved by the Provost.

Criteria for reviews of annual performance must consider teaching effectiveness, service, and professional development. Evaluation criteria may provide for recognition of long-term faculty activities and outcomes. Concentration of effort in one of the three major areas of faculty responsibilities (teaching, research, and service) is permissible, and may even be encouraged. Guidelines and evaluation procedures will be flexible enough to meet the goals of the Gulf Language School without undermining the uniformity of the whole system. When teaching effectiveness is evaluated, a systematic assessment of both student and classroom observation will constitute one component of the evaluation.

Each annual review will emphasize performance in the current year, while also considering teaching effectiveness, service contributions, and research productivity over the past three to five calendar years. Reviews will consider performance patterns over the entire period of review, which will be determined by the Gulf Language School. For example, previous ratings of needs improvement that have not been redressed may justify an unsatisfactory rating.

3. Definitions

Teaching: Effective teaching is described as the success of the instructor, both in and out of the classroom, in securing interest, effort, and progress on the part of the student. The primary consideration is that students are stimulated to high standards of scholarship, to active interest in learning, and to effective effort toward self-improvement.

Service: General educational service is the acceptance and fulfillment of professional responsibilities outside the classroom, e.g., academic advising, extracurricular advising, participation in organizations related to the discipline, acceptance of professional responsibilities within Gulf Language School, the university or community, etc.

Research Scholarship is not an esoteric appendage; it is at the heart of what the profession is all about and is encouraged. All faculty, throughout their careers, should, themselves, remain students. As scholars, they must continue to learn and be seriously and continuously engaged in the expanding intellectual world.

Annual Performance Appraisal: A written evaluation that summarizes a faculty member's progress toward meeting goals established at the beginning of the appraisal period.

Appraisal Period: The period of time the appraisal covers, usually 12-month period.

Primary Evaluator: The administrator responsible for the faculty annual review is the Director of the Gulf Language School.

4. Procedures

Each faculty member's performance will be evaluated in writing on a scheduled basis at least once every 12 months. The annual performance review will evaluate the faculty member's performance in the Gulf Language School consistent the responsibilities in the instructor job description. Every annual review of teaching will consist of classroom observation and student input, including student evaluations of faculty classroom performance in all classes, and other expressions of teaching performance.

The assessment of performance will include an evaluation by the Director.

The following procedures are involved in the annual performance review of faculty members:

1. The first step is information gathering. The faculty member must provide information to the Director by June of each academic year.
2. The director evaluates the faculty member on the basis of information provided by the faculty member, student evaluation of teaching, classroom observations, and such other information as is available, including findings that the faculty member has violated codes of professional conduct.



Faculty service to the institute and to the professions is considered as well as research conducted by the faculty member.

3. The director and faculty member meet by August 15, if possible, to discuss the director's written evaluation, assignments, and expectations for the next annual review.
4. The faculty member provides comments as desired, signs the final written evaluation, and returns it to the within 10 days of the meeting. The final written evaluation will become a part of the faculty member's human resource records.
5. If the faculty member disagrees with the evaluation, the faculty member may appeal within 30 days of receipt of the final written evaluation.
6. If the faculty member fails to provide annual performance review information to the director by the deadline established by the director, the faculty member will receive an overall unsatisfactory performance rating unless the administrative head determines that good cause exists for an exception.
7. When a faculty member holds an appointment that involves an administrative assignment, the related duties will be assessed by a supervising administrator.
 - i. When an administrator or other individual holds more than one appointment involving administrative, professional, or other faculty assignments, the annual performance review will address contributions under each of these assignments.

Annual performance reviews may be considered for merit raises and contract renewal.

Appeal

Upon receiving a faculty's written appeal, the Provost/Vice President of Academic Affairs shall discuss the employee's appeal with the director and the faculty. Following the discussion, the Provost/Vice President of Academic Affairs shall provide the faculty (with a copy to the director) a written response to the appeal within 5 work days of receiving it. The Provost/Vice President of Academic Affairs's written response shall indicate one of the following:

- Provost/Vice President of Academic Affairs agrees with the original evaluation
- director will revise the evaluation
- director will complete a new evaluation
- Provost/Vice President of Academic Affairs will revise the evaluation
- Provost/Vice President of Academic Affairs will complete a new evaluation

The decision of the Provost/Vice President or designee is final.

5. Who Should Read This Policy

- Administrators
- Faculty

6. Related Documents and References

- Performance Appraisal Form
- Annual Performance Review of Faculty



Performance Appraisal

Faculty Member:	
Position:	Instructor
Director:	Margaret Combs
Date Completed:	
Date Next Review:	

Instructions:

This performance appraisal is completed jointly between each faculty member and the director. The faculty member initiates the process by completing the self-ratings, comments and examples, then provides that information to the director (self-rating sections), who also completes the director ratings, comments and examples (director sections). The process concludes with the most important part – the discussion! Following the performance discussion, a completed, signed form must be submitted to HR.

Rating Scale:

- 5-Outstanding; over time exceeds all expectations in a uniformly and consistently superior manner
- 4-Very good; exceeds all expectations in a uniformly and consistently superior manner
- 3-Average; meets most expectations in a satisfactory way;
- 2-Fair; meets some expectations in an acceptable manner, but needs improvement in major areas
- 1-Poor; unsatisfactory; not meeting minimal expectations in major areas

Primary Responsibilities	Self-Rating					Director's Rating				
	1	2	3	4	5	1	2	3	4	5
<i>Teach up to 20 hours per week in the Intensive English Program.</i>										
<i>Responsible for lesson preparation and to develop and continually revise curriculum.</i>										
<i>Utilize engaging instructional strategies and methodologies which foster student success both in and outside of the classroom.</i>										
<i>Distribute and thoroughly discuss the class syllabus for each course taught and evaluate course textbook(s).</i>										
<i>Provide immediate, routine, and consistent feedback to students to assist them in improving performance in core ability competencies and attendance.</i>										
<i>Attend staff meetings, placement testing, student orientation, staff development and in-service training and other activities as assigned.</i>										
<i>Participate in professional development and service to the to the university, community and profession activities.</i>										
<i>Adhere to instructor scheduled office hours and be flexible to schedule by appointment as necessary.</i>										
<i>Adhere to and support the goals and mission of the program and be highly motivated and enthusiastic to teach non-native English language learners.</i>										
Self-Comments and Examples	<i>Comments & Examples</i>									
Director Comments and Examples	<i>Comments & Examples</i>									
GLS Core Values	Self-Rating					Director's Rating				
	1	2	3	4	5	1	2	3	4	5



<i>Integrity -- to serve every student with the highest standards of honesty, professionalism and ethics;</i>											
<i>Achievement -- to ensure excellence in English language learning through best practices in instruction, research, and student services;</i>											
<i>Collaboration -- to promote collegiality among faculty, students and staff;</i>											
<i>Innovation -- to advance student creativity and originality independently and in group work;</i>											
<i>Diversity -- to enhance understanding and share knowledge about all cultures and to further diversify the student body</i>											
Self-Comments and Examples	<i>Comments & Examples</i>										
Director Comments and Examples	<i>Comments & Examples</i>										

		Self-Rating					Director's Rating				
Departmental Goals		1	2	3	4	5	1	2	3	4	5
<i>Demonstrate an interest and growth in teaching</i>											
	<i>Classroom observations, student outcomes, and student perception of teaching surveys (TESS) indicate effective instruction</i>										
	<i>Participate in focused faculty development, develop materials, engage in curriculum development, take on course responsibility.</i>										
	<i>Observe procedures for reporting, grade submission, and other procedures</i>										
<i>Demonstrate potential for professional achievement</i>											
<i>Provide service to the Department/Program/College</i>											
Self-Comments and Examples	<i>Comments & Examples</i>										
Director Comments and Examples	<i>Comments & Examples</i>										

		Self-Rating					Director's Rating				
Individual Goals (Minimum of 3 and Up to 5)		1	2	3	4	5	1	2	3	4	5
	<i>Insert goals</i>										
	<i>Insert goals</i>										
	<i>Insert goals</i>										
	<i>Insert goals</i>										
	<i>Insert goals</i>										
Self-Comments and Examples	<i>Comments Regarding Goals & Examples of Status; Assistance Needed; Identify any Changes Required of Goals and Why; Issues to Resolve, Etc.</i>										
Director Comments and Examples	<i>Comments Regarding Goals & Examples of Status; Response to Request for Assistance and Identification of any Changes to Goals and Why; Issues to Revolve, Etc.</i>										

Discuss views on areas for development and growth, and strategies for developing in those areas. Be specific. Set goals and milestones, make commitments.

Professional Development & Growth	
Self-Observations & Growth Goals	<i>What accomplishment are you most proud of in the past six months? What makes for a great day at work? How can your director best assist you in the coming six months? General areas where director can assist with improving skill set or job performance? Name one career goal you would like to achieve within the next year? What else would you like to discuss with your director?</i>
Director's Observations and Growth Goals	

Assign an overall rating for the performance period considering information discussed above. This is not intended to be a "mathematical calculation" (in other words, not an "averaging" of the ratings above), but rather your holistic assessment of performance, considering all aspects.



Overall Rating	Self-Rating					Director's Rating				
	1	2	3	4	5	1	2	3	4	5
Self										
Director										

Employee Signature

Director Signature



Policy Title: Classroom Observation Policy and Procedure

Policy Number: FAC.103

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

The purpose of classroom observation of teaching is to help faculty evaluate and improve the effectiveness of their teaching. All instructors, even those with considerable experience and expertise, can benefit from periodic feedback and reflection on their own teaching and also from their observation of others.

This policy applies to all Gulf Language instructors both full-time and part-time.

2. Policy

The Gulf Language School adopts the principle that classroom observation of teaching is a worthwhile and necessary practice that enables individuals to be aware of the strengths and weaknesses of their teaching and that provides a means through which individuals can improve the effectiveness of their teaching.

Classroom observation of teaching will be implemented annually throughout the Gulf Language School for all instructors involved in teaching; all those faculty will be observed and undertake observations in accordance with the process described in section 3.

3. Definitions

Faculty: For the purposes of this document the following definition will apply to all GLS who are active instructors, including those with part-time or fractional appointments.

4. Procedures

Principles

Observers must have a thorough understanding of the process; and it is essential that all observers have appropriate faculty development before carrying out the task.

Classroom observations will normally be conducted by the director or a coordinator.

The value of observing others is recognized.

Each member of faculty will normally be observed once per annum.

Observers and allocation to observees

The observers and their allocation to observees will be undertaken on a random selection basis by the Director. An observee will normally have the same observer in succeeding years. The Director will publish a list of observers and observees.

Preparatory arrangements and choice of session

It is the observee's responsibility to contact his or her observer and to nominate one or more sessions for observation; in practice, there will be some negotiation between observer and observee to take account of availability.

The teaching session to be observed needs to be agreed upon at least one week in advance. The type of session selected (for example, a lecture or a laboratory class) is the choice of the observee. In future years, different types of sessions will be selected so that, in time, the full range of the observee's teaching activity is covered.

The observee will complete the pre-observation sheet and send it to the observer. A most important part of this is the statement of aims and intended learning outcomes. It is against these that the session will be evaluated. The observer and observee will communicate briefly in advance of the session to discuss the learning outcomes of the activity. Understanding the overall purpose of the teaching/learning session is important. For example, a lecture delivered



principally for the purpose of transmitting information will be structured differently from one designed to elicit student participation or stimulate extensive further reading.

A time for feedback and discussion should also be decided on prior to the observation.

The observation

The observer must arrive in good time before the session commences and will normally stay for one hour.

In cases where the session extends beyond one hour, the observer and observee will agree in advance suitable times when the observer will be present, for example, periods at the beginning and end of the session.

The observee will normally announce to the group of students the presence and purpose of the observer. The observer should observe the session unobtrusively but should sit in a position where the reactions of students can be observed.

The observer should receive and consider any materials issued to students but should not ask students for their opinion of the session and should not interject or intervene in the session. However, it is accepted that there will be some types of teaching activity where it is appropriate for the observer to engage with the students to some extent. In these circumstances, which need to be agreed between observer and observee beforehand, control of the session must remain with the observee.

Notes on perceived strengths and areas for improvement, including comments about how well the session has met its intended outcomes, should be made on the Peer/Classroom Observation Sheet.

Feedback

Feedback should be given directly after the session or as soon as is practicable thereafter.

The exercise will be of most benefit if comments are frank and objective but constructive and not judgmental. The observer will normally start by asking the observee what he or she thought of his or her performance and of the session as a whole, and what changes he or she might make, if any. The observer will probably want then to mention positive aspects he or she has noted, before offering advice on improvements. Finally, the observee should be given a copy of the completed form.

Appeals

Member of faculty, whether as observers or observees, who feel that the process, as implemented, has been detrimental to them personally, are entitled to take their case to their Director. In such circumstances, the Director will arrange a meeting with the observer and the observee in order to resolve the issue. In the event that a resolution cannot be reached, the observee shall be entitled to a further observation by another observer.

Teaching observations for new faculty

The process of observation for new faculty in their first year of teaching will vary from the process described in this document in that new faculty will be observed on two occasions, once by the Director/Coordinator and/or designee.

The Director will follow the process described in section 3 of this document. To ensure that mentors' relationships with new members of faculty remain purely supportive and developmental and to maintain total confidentiality.

5. Who Should Read This Policy

- Administrators
- Faculty

6. Related Documents and References

- Pre-Observation Form
- Classroom Observation Form
- Post Observation Form



Pre-Observation Conference

Observed:

Class to be Observed:

Observer:

Date:

Time:

Department:

1. Briefly, what will be happening in the class I will observe?
2. What is your goal for the class? What do you hope students will gain from this session?
3. What do you expect students to be doing in class to reach stated goals?
4. What can I expect you to be doing in class? What role will you take? What teaching methods will you use?
5. What have students been asked to do to prepare for this class?
6. What was done in earlier classes to lead up to this one?
7. Will this class be generally typical of your teaching? If not, what will be different?
8. Is there anything in particular that you would like me to focus on during the class?



Classroom Teaching Observation

Faculty Observed:

Rank

Date of Observation

Course Observed

Rating Scale: 1 = does not meet expectation, 2 = below expectation, 3 = meets expectation, 4 = exceeds expectation, 5 = exceeds expectation over time, NA = not applicable

	1	2	3	4	5	NA
Content						
Main ideas are clear and specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevancy of main ideas was clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher order thinking was required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor related ideas to prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definitions were given for vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization						
Introduction stated organization of lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear organization plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed by connecting to previous classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previewed by connecting to future classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction						
Instructor questions at different levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient wait time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor feedback was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor incorporated student responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor responds to clarify questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective voice quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate of delivery was appropriate to the level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye contact with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident and enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective use of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Media						
Content clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual aids can be easily read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual aid appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor provided an outline/handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computerized instruction effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Special classification notes:

Comments:

Recommendations:



Policy Title: Teaching Evaluation by Student Surveys Policy and Procedure

Policy Number: FAC.104

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Academic Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

This policy mandates a process for student evaluation of teaching that will enable the Administration to improve the teaching and learning environment at Gulf Language School. The data will be used to improve students’ learning experience, provide faculty feedback on their teaching performance, document the overall quality of teaching, and supply the institute with data to be used for operational purposes, including assessment of faculty for merit and/or performance adjustment salary awards, promotion, reappointment, and institutional recognition.

This policy is consistent with Policy governing appointment, reappointment, and promotion of faculty.

This policy applies to all Gulf Language instructors both full-time and part-time.

2. Policy

Formal student evaluations shall be:

- a. Considered part of an overall teaching evaluation system that includes regular peer review, faculty self-assessment, and other forms of assessment.
- b. Administered every session, in every course section offered.
- c. Conducted so as to ensure confidentiality.
- d. Supplemented where appropriate: faculty members are strongly encouraged to seek formative feedback during the course, using methods of their choice.
- e. Transcribed and analyzed within four weeks and individual/aggregate results disseminated to appropriate stakeholders.

GLS	Responsibility
Students	The Gulf Language School has repeatedly affirmed the importance of confidential and timely student feedback regarding teaching. Participating in teaching evaluation is a student responsibility that should be approached with due seriousness.
Director	The Director will ensure that student evaluations of teaching are carried out according to the policy, and that faculty understand the criteria that will be used to assess teaching performance. They will incorporate evaluation results in their evaluations of faculty performance and liaise with the Director’s Office to monitor trends in their units.
Faculty	Faculty are responsible for familiarizing themselves with the policies and expectations related to student evaluation of teaching. The Director is always available to clarify the policy.

3. Definitions

Faculty: For the purposes of this document the following definition will apply to all GLS who are active instructors, including those with part-time or fractional appointments.



4. Procedures

A modular, multi-perspective design, endorsed in principle by the faculty, shall be adopted. Data will be collected through mechanisms of a centrally administered web-based evaluation platform.

The administration process must ensure that student evaluations are anonymous and uninfluenced by the instructor. The following should be communicated to the students:

- the process is important for improving the course and teaching methods, and that constructive recommendations will be taken seriously;
- faculty do not have access to the evaluations until after grades have been submitted;

The Administrator of the survey instructs students to complete the On-line Teaching Survey within a certain time frame.

Teaching Evaluation by Student Surveys reports are generated by Office of the Director who will forward the reports to the Vice-President of Academic Affairs.

The Vice-President of Academic Affairs reviews and disseminates the Teaching Evaluation by Student Survey results to faculty according to the time frame established by the Office of Academic Affairs.

5. Who Should Read This Policy

- Administrators
- Faculty

6. Related Documents and References

- Teaching Evaluation by Students Survey



Teaching Evaluation by Students Survey

	A	D	C	D	F
B6.-The grade you expect in this class:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0-1	2-3	4-5	6-7	+8
B3.-The average number of days you were absent from class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4.-The average number of hours per week you spent on this course outside class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B5.-The number of times you consulted your instructor during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Background Information	5	4	3	2	1
B1.-I put a lot of effort into this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.-Language was not an obstacle to my understanding of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B7.-I attended and completed all classroom assignments and as appropriate, lab assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C8.-The expectations for learning in this course were clearly communicated in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C9.-The evaluation methods used in this course were fair and appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C10.-There was close agreement between the stated course objectives and what was actually covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C11.-The course materials (e.g., readings, lecture notes, in-class exercises) contributed to learning the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C12.-I am able to paraphrase and summarize orally and in writing both written and spoken multi-paragraph texts accurately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C13.-I can use the writing process to compose, edit, and revise paragraphs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C14.-I am able to comprehend texts on academic topics to develop vocabulary by recognizing context clues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C15.-I am able to integrate my own ideas and experiences orally and in writing into the topics discussed in both written and spoken multi-paragraph texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C16.-I can use critical thinking skills to draw plausible conclusions from stated information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C17.-Overall, I learned a great deal from this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F18.- The instructor told us what we could expect to learn as a result of taking this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F19.- The instructor provided adequate opportunities for questions and discussion during class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F20.-The instructor was available to students outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F21.- As the course progressed, the instructor showed how each topic fit into the course as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F22.-The instructor followed the grading policy given in the course syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F23.-The instructor provided useful feedback on my progress in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



F24.-The instructor talked to and interacted with students in ways that promoted mutual respect.

F25. Overall, the instructor's explanations were clear and understandable.

Comment about instructor, course, or program:

Student Policies and Procedures



Policy Title: Grade Appeal

Policy Number: STU.101

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Student Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

The purpose of the Grade Appeal Policy is to enable students to seek redress of complaints about a final course grade hereafter referred to as a “grade appeal.” A grade appeal arises when circumstances prevent assignment of an earned course grade or cause an assigned course grade to be questioned by a student. This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the student of any other rules or policies of Gulf Language School. The burden of proof shall rest on the student.

2. Policy

Gulf Language School students have the right to appeal final course grades when they believe that the stated evaluation criteria for the course have not been properly or consistently applied. All parties to an appeal have the right to a timely, fair and equitable process for resolving concerns over grades.

A final course grade may be appealed on the following grounds:

- 1 Arbitrariness - The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.
- 2 Prejudice - The grade awarded was motivated by ill will and is not indicative of the student’s academic performance.
- 3 Error - The instructor made a mistake in fact, i.e. mathematical error, etc.

3. Definitions

Final Course Grade: The official grade for the course recorded on the student’s transcript. In appealing a final course grade, a student may focus on one or more individual assignments that he or she feels was not properly assessed.

Instructor’s Course Syllabus: A document provided by the instructor for each course and section that outlines, among other information, how a student’s performance will be evaluated and any specific criteria regarding how student work will be treated for evaluation purposes.

Responsible Office: The administrator responsible for the faculty in which the course under appeal is offered. In a final course grade appeal process, the responsible administrator is the Director of the Gulf Language School.

4. Procedures

Informal Appeal Process

Consultation with the faculty member

When a student does not agree with the final grade assigned for a course, she or he should first meet with the faculty member to discuss it. The student should explain the grounds for believing the grade to be in error and may ask for a specific action on the faculty member’s part. The faculty member may choose to respond at the meeting, or later, but should respond within five (5) working days. This stage of the procedure is an informal process in that no written documents are required. GLS expects that most grade disputes will be resolved at this stage. Faculty members should make a note



of the student contact about a grade change and the result of their determination in the CampusVue (Student Information System) grade book. The date of the meeting and the result of the faculty member's investigation and determination should also be noted in this system.

If a meeting cannot be arranged (e.g., the faculty member has left the Gulf Language School), or if the faculty member's response does not satisfy the student, or a response is not made within the required time, the student may ask for mediation by Director of Gulf Language School (Step 2 of the informal process).

Mediation by the Director

Students may file a request for mediation to the Director, orally or in writing within ten (10) working days of the meeting with the faculty member. The Director will arrange a date and place for a meeting of the parties, which will ordinarily be within five (5) working days of the student's request. The purpose of this meeting is to clarify points of agreement and disagreement and to mediate the grade dispute.

Formal Appeal Process

Once a student has exhausted the informal appeal process, she or he may file a formal written appeal with the Director of Gulf Language School. This appeal must be filed within five (5) working days after the meeting with the faculty member. The Director will function as the convener and non-voting chair of the committee.

Within ten (10) working days of the receipt of the formal appeal, the Director shall convene a grade appeal committee. The appeal committee shall consist of three faculty members: one (1) nominated by the student, one (1) nominated by the faculty member, and one (1) appointed by the program.

The faculty member whose grade decision is being appealed shall supply all information pertaining to the assignment of the grade to the committee. The information must include the course syllabus, the grade book for the course and section, and all student work still in the possession of the faculty member. If student work has been returned to the student, the student must provide the original of that work if it is part of the basis of the appeal.

The student has the right to appear in person before the committee and to make an oral presentation. The faculty member whose grade assignment is being appealed may also make an oral statement to the appeal committee. The student has a right to be present when the faculty member makes his or her statements. This is not a judicial hearing and the rules of evidence and rights of cross-examination do not apply.

Once the information has been received and the statements of the student and faculty member have been heard, the appeals committee shall retire to consider the result of the appeal. The committee shall issue a formal written report of its decision within five (5) working days of the appeal hearing or meeting.

If the committee rules against the appeal of the student, the committee shall write a summary statement rejecting the appeal. (The committee should not issue findings of fact.) If the committee rules that a change of grade is justified, they shall issue a written report indicating the basis for the change and the nature of the change required. In most cases, faculty members will voluntarily accept the findings of the appeal committee and initiate the grade change through the normal grade change process. In the event the faculty member refuses to initiate the grade change process; the change shall be initiated by the Director as the convener of the committee. In either event, a copy of the committee report should be attached to the grade change form.

A copy of the appeal, written statements and documents presented, and the committee's final decision shall be retained in both the student's academic record and by the program. The documents may be retained in electronic format.

The decision of the grade appeal committee shall be final.



5. **Who Should Read This Policy**
 - Students
 - Administrators
 - Faculty and Staff
6. **Related Documents and References**
 - Grade Appeal Form



GRADE APPEAL FORM

A grade appeal shall be confined to charges of unfair action toward an individual student and may not involve a challenge of an instructor’s grading standard. A student has a right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that varied standards and individual approaches to grading are valid. The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment, compared to the standard applied to other students. Only the final grade in a course may be appealed. In the absence of compelling reasons, such as clerical error, prejudice, or capriciousness, the grade assigned by the instructor of record is to be considered final. In a grade appeal, only arbitrariness, prejudice, and/or error will be considered as legitimate grounds for an appeal.

Name _____ ID _____
Phone _____ Email _____
Course _____ Instructor _____

Grade Recorded _____

Reason for request for grade change:

- 1. Arbitrariness – 1. the assignment of a course grade to a student on some basis other than performance in the course, or 2. the assignment of a course grade to a student by resorting to standards different from those which were applied to other students in that course, or 3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards
- 2. Prejudice - The grade awarded was motivated by ill will and is not indicative of the student’s academic performance.
- 3. Error - The instructor made a mistake in fact, i.e. mathematical error, etc.

It is the responsibility of the student who appeals a final course grade to demonstrate clerical error, prejudice or capriciousness in the assignment of the grade; otherwise the judgment of the instructor is final. Please submit your evidence with the form.

.....**GLS DEPARTMENT USE ONLY**.....

Reason for Approval or Denial of request for grade change:

Approved Yes No Change Final Grade from: _____ to: _____

Reason: _____

Denied Yes No

Reason: _____

Instructor Name (print) _____

Instructor Signature _____ Date _____

Director Signature _____ Date _____



Policy Title: Student Complaint and Appeal Policy

Policy Number: STU.102

Policy Owner: Director, Gulf Language School

Responsible Office: Gulf Language School; Office of Student Affairs

Revision Date: 11/02/2017

1. Purpose and Scope

The purpose of the Student Complaint and Appeal Policy is to establish the structure and assign responsibility for management of complaints and appeals made by students in order to promote the timely and fair resolution of issues.

This policy applies to all students of Gulf Language School, or their authorized representative, who wish to make a complaint or lodge an appeal about a matter which occurs during the student's time of enrollment and which falls within the responsibility or control of the Gulf Language School.

2. Policy

Student Complaint and Appeal Policy establishes the high-level principles that apply to complaints and appeals by students. This policy is supported by a range of specific policies and/or procedures for each complaint and appeal type.

The Director is responsible for the following in relation to complaints at the Gulf Language School:

1. oversight of the complaint's management processes
2. resolution of complaints about the management of a specific complaint
3. resolution of complaints about the complaint handling process
4. resolution of complaints for which the director (integrity and professional conduct) is the responsible delegate.

3. Definitions

Formal Complaints: A formal complaint is a request for the resolution of a problem, conflict, concern or issue that negatively impacts a student(s). Student formal complaints may include (but are not limited to) issues regarding classroom instruction, policies, procedures, services and offices.

Title IX Complaints: Formal complaints that involve discrimination or harassment of students based on or related to sex, race, national origin, religion, age, disability, protected veteran status, or other protected categories, classes, or characteristics are addressed under Title IX and are handled separately from the Student Complaints and Appeal Policy.

Grade Appeals: Formal complaints involving grades where the final course grade is disputed, and/or the student believes that the final grade is not indicative of his/her academic performance are addressed by the grade appeal process.

Responsible Office: The Responsible Office is a role undertaken by an officer of Gulf Language School or North American University, either by virtue of their position or by appointment by the President or their delegate, that involves considering and responding to a complaint.

**4. Procedures
Non-Faculty Related**

Informal Resolution Procedure

The student arranges a meeting with the person involved with the complaint and/or with the direct supervisor of the person involved. For example, a student who perceives that he or she has been graded unfairly on an assignment should meet with the faculty member who assigned the grade. In this example, the meeting with the faculty member may be followed up with a meeting with the director or the original meeting might be with the director. Another example would be a complaint in the Business Office involving the Bursar. The student would meet with the Bursar and/or the Director of the Business Office.

If the informal process does not resolve the complaint, the student may utilize the formal complaint procedure.

Formal Resolution Procedure



A formal complaint is a request for assistance with a problem, conflict, concern, or issue that negatively impacts students that could not be addressed by informal resolution with the staff member/administrator and his/her supervisor.

The Student Formal Complaint will be forwarded to the appropriate administrator responsible for the individual, process or department involved. The complaint is normally submitted using a complaint form found on the website (www.gls.edu). Documentation of the formal complaint should include:

- A detailed description of the issue and negative impact
- The date, time, and place of the event(s) pertaining to the formal complaint
- The name and contact information for any witnesses with knowledge of the formal complaint or subject of the formal complaint.
- Specific details regarding the instance(s) of non-compliance with the policy or procedure applicable.
- A proposed solution or action

The complaint can also be submitted on paper to the appropriate office:

- Academic complaints to the GLS Director
- Student Affairs complaints to the Dean of Student Affairs
- Business Office complaints to the Director of Business Office
- Registrar Office complaints to the GLS Director
- A complaint against the GLS Director, Vice-President, etc., is submitted to the direct supervisor, such as the Provost or President
- Other complaints to the Director of Human Resources

Level 1 – Director Review

Absent extraordinary circumstances, the person, normally a Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Director confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within seven (7) business days of the first formal conference. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Director's Office for a minimum of five years.

Level 2 – Provost Review

If the complaint is not resolved in level 1, the student or one of the other involved parties may, with fourteen (14) business days of receipt of the level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor holds a hearing within fourteen (14) business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fourteen (14) business days of such hearing. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the supervisor's office for a minimum of five years.

Level 3 – President Review

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation are submitted to the President within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fourteen (14) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the President's Office for a minimum of five years.

Faculty-Related Formal complaints – Non-Grade Related

Initial Formal complaint/Informal Resolution

The student should discuss the formal complaint with the faculty member, or the faculty member's director. Prompt reporting of all formal complaints is critical and necessary as it is often difficult to trace the facts of an incident or



incidents long after they have occurred. Students are advised that a formal complaint will be most effectively addressed if the concern or formal complaint is brought forward within sixty (60) business days of the alleged incident. When discussing formal complaints with an instructor it is most effective to arrange a time when the instructor is available for a confidential conversation. It is important to note that breaks in a faculty member's instructional service time may affect the resolution timeline (i.e., spring break, and summer break).

If the student does not agree with the initial discussion and suggested resolution, the student may file a formal complaint against the faculty member. Any formal complaint must refer to actions of the Faculty member within the scope of his/her employment. A grade change request based strictly upon academic considerations shall not be considered a formal complaint against a Faculty member.

Formal complaint against a Faculty Member

Formal complaints must be filed using GLS's formal complaint form. The formal complaint must be filed within ten (10) business days from the date of the initial formal complaint. The formal complaint should be addressed to the faculty member's supervising Director. The Director will have fifteen (15) business days to investigate and respond to the student's formal complaint. The investigation by the Director shall include the faculty member, the student and/or any other person who has first-hand knowledge of the subject of the complaint. During the investigation, he or she shall meet separately with:

- The student who may, if desired, have an advisor present; and
- The faculty member and
- Any additional parties involved.

During the Director's investigation, he/she shall meet separately with the different parties who may, if they desire, have an advisor with them, unless the faculty member is not available due to semester break and vacations. In those situations, the fifteen (15) business days allowed for resolution will start and stop based on session start dates. The Director may address the formal complaint in one of the following ways:

- Offer a resolution to the formal complaint.
- Dismiss the formal complaint.
- Take appropriate action which may include training, counseling or corrective action with one or more parties to the formal complaint.

Appeal

The student may appeal to the Provost within five (5) business days of receipt of the decision on the Student Appeal to Provost Form. The Provost will review appeal documentation submitted by the student and the documentation produced by the Director's investigation and communicate an appeal decision within five (5) business days of receipt of the student's appeal. The appeal decision is sent to the Director and the student. The appealed formal complaint decision is not subject to further appeals.

5. Who Should Read This Policy

- Students
- Administrators
- Faculty and Staff

6. Related Documents and References

- Student Complaint Form
- Complaint Procedure Survey



Formal Student Complaint Form

This form is designed to provide students with a method to file a formal complaint with Gulf Language School. Prior to completing this form, please review GLS's complaint procedures.

Students are strongly encouraged to resolve any concern by talking with the staff member/administrator and his/her supervisor if necessary. Assistance is available from the Director. Prompt reporting of all complaints is critical and necessary as it is often difficult to trace the facts of an incident or incidents long after they have occurred. Students are advised that a concern or complaint will be most effectively addressed if the concern or complaint is brought forward within sixty (60) working days of the alleged incident. Students must complete each step in the process before proceeding to the next one.

A complaint is a request for the resolution of a problem, conflict, concern or issue that negatively impacts students, employees, the community and/or the program. Student complaints may include (but are not limited to) issues regarding classroom instruction, college policies, procedures, services and offices.

Please note that reports related to Title IX should be made using the Title IX Reporting Form.

You are not required to complete the entire form for the complaint to be submitted. The program's ability to respond is enhanced based on the quantity and quality of information provided.

Background Information

Please fill in the information listed below.

Full Legal Name: _____	Id Number: _____
Phone Number: _____	Email: _____
Date of Incident: _____	Time of Incident: _____
Location of Incident: _____	Specific Location: _____

Please indicate any relevant category/categories that pertain to this complaint:

- | | |
|---|--|
| <input type="checkbox"/> Academic concerns—Director or Registrar
<input type="checkbox"/> Concerns about finances or his/her bill—Business Office
<input type="checkbox"/> Concerns about financial aid—Office of Financial Aid
<input type="checkbox"/> Residence life, roommate concerns, housing issues—Office of Student Life
<input type="checkbox"/> Parking or security and safety—Office of Facilities Management
<input type="checkbox"/> Meal plans or food service— Office of Facilities Management
<input type="checkbox"/> General concerns—Office of Student Life | <input type="checkbox"/> Faculty
<input type="checkbox"/> Staff/Administration
<input type="checkbox"/> Director/Dean
<input type="checkbox"/> President
<input type="checkbox"/> Other
<hr style="border: 0; border-top: 1px solid black;"/> |
|---|--|

Involved Parties

Please identify the people or organization involved in the incident, including any witnesses or people who may have indirect knowledge of the incident(s).

Name or Organization:		ID Number:	
Phone Number:		Email:	

Questions

Please answer the questions below as completely as you are able. Information concerning the nature, scope, evaluation and resolution of complaints shall be confidential to the greatest extent possible and will be shared only with those persons who need to know.

Please provide a detailed description of the incident/concern using specific concise, objective language (Who, what, where, when, why, and how). (Required)

What attempts have you made to resolve this complaint up to now? Please state who you contacted and what transpired.



Why do you think the complaint was not able to be resolved in your prior attempts?

What resolution would you consider fair? What resolution do you seek?

Any other information you want to provide?

For instance, is there any person who you do NOT want to be told of your complaint? (Keep in mind that it may be difficult to resolve if those involved cannot be asked to explain or respond). NOTE: RETALIATION AGAINST A STUDENT FOR MAKING A COMPLAINT IS ABSOLUTELY PROHIBITED AND WILL BE CONSIDERED A SERIOUS VIOLATION OF PROFESSIONAL RESPONSIBILITY.

Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 1GB maximum total size.

Attachments require time to upload, so please be patient after submitting this form.



Student Appeal to Provost Form

Student Information	
Student Name (Last, First, MI):	
Address:	City/State/Zip:
Student ID#:	Session & Year:
Home Phone Number:	Work Phone Number:
Mobile Phone Number:	NAU Email Address:
Initial Concern/Complaint Form	
Name of department and/or individual against whom the concern/complaint was filed:	
With whom was the initial concern/complaint filed? How was it resolved? Describe any additional issues that should be addressed (attach additional sheets, if necessary).	
What is the desired outcome after discussion with the appropriate university official (attach additional sheets, if necessary)?	

I declare that it has been no more than 5 business days since the receipt of a written lower level response or the expiration of the response deadline and hereby request an appeal. I understand that the proper administrator will hold a conference within 5 business days after this appeal notice is filed, and the conference will be limited to the issues that I presented at the previous level and any other issues presented in this document. I understand that the administrator may set reasonable time limits for the conference and will provide me with a written response within 10 business days following the conference setting forth the basis of the decision.

I hereby declare that the information on this form is true, correct and complete to the best of my knowledge. I understand that any misrepresentation of information may result in disciplinary actions, in accordance with university policies and regulations.

Student Signature _____ Date _____