



Weber State University

**Learning English for Academic
Purposes (LEAP)
Department Handbook**

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MISSION STATEMENT

The Weber State University LEAP Department (Learning English for Academic Purposes) provides intensive English language courses for students in the process of acquiring English as a second language for academic use.

It is the mission of the Department to prepare these students to function effectively in mainstream academic classes where English is the language of instruction. In doing so, we also seek to familiarize students with American culture and the academic atmosphere of studying in an American university.

Information about the LEAP Department is found on-line at <http://www.weber.edu/LEAP/>.

At this link you will find information about the following:

Admission Requirements
 Foreign Students
 Resident Students
 Accuplacer
 Catalog Course Descriptions
 TOEFL/IELTS Scores

Department Information

Department Leadership Positions and Duties

Department Chair

"The Department Chair, in conjunction with program coordinators where appropriate, shall be the responsible administrator for the planning, governance, supervision and fiscal operation of his/her academic unit. He/she shall be directly responsible to the Dean of International Programs. Upon recommendation of the dean and the provost, he or she shall be appointed for one-, two-, or three-year terms by the president of the University. The normal appointment shall be for three years. The department chair will do the following:

1. Recommend to, or consult with the dean on personnel issues, including appointments or changes in appointments, merit salary increases, leaves of absence or sabbaticals, dismissals, retirements or other matters affecting personnel of the department.
2. Sit on the department Ranking Tenure Evaluation Committee.
3. Evaluate faculty and staff as per all applicable departmental, college, and university policies (Personnel; <http://weber.edu/ppm/Policies/3- Personnel.html> faculty; <http://www.weber.edu/ppm/Policies/8- 11 EvalFacultyMembers.html>).
4. Schedule all full-time and adjunct faculty members for teaching assignments and laboratory duties in conjunction with Continuing Education and the Davis Campus when appropriate.
5. Maintain a file of the syllabi for each course taught in the department
6. Convey to the dean pertinent recommendations of the department
7. Oversee the recruitment, hiring, ongoing professional development and regular evaluation of staff and adjunct faculty, contract faculty, and tenure- track faculty
8. Make department committee and individual assignments, including student advising as appropriate, for department faculty and staff
9. Prepare the department budget request, developed in discussion with his/her faculty, and prudently manage the funds allocated to the department
10. Hold regularly scheduled department meetings and forward a copy of the minutes to the dean
11. Prepare and file reports of departmental activities with the dean as requested
12. Foster good teaching within the department, encourage faculty to be involved in scholarly activities, promote faculty involvement in service to the institution and/or profession, and assist regular and adjunct faculty in their professional development
13. Oversee and manage the department's curriculum, courses, and programs
14. Represent the department to outside entities including oversight of the accreditation and program review processes when they occur.

15. Perform such other duties as may be assigned by the dean of the college
http://www.weber.edu/ppm/Policies/1-18_DeptChairs.html Details of Chair appointment is found at http://www.weber.edu/ppm/Policies/1-19_AppointDeptChairs.html
16. Conduct [faculty performance reviews](#) with all faculty

Curriculum Coordinator, a Chair responsibility

1. Ensure the Written Plan for Curriculum Review and Revision is followed
2. Keep a materials library for all courses in collaboration with the AS
3. Schedule and set the agenda for Curriculum Committee Meetings in the 5th week of the first block fall and spring semesters
4. Work with the other faculty to evaluate the curriculum
5. Update the Department Textbook list, and communicate changes to the AS
6. Maintain, update and distribute the LEAP department Curriculum Guide
7. Administer methodology survey, analyze and disseminate the results
8. Maintain and update the syllabus templates in the LEAP Department Canvas page
9. Ensure faculty textbook evaluations are completed as per the LEAP Department Written Plan
10. Collaborate with the AC to align Curriculum and Assessment materials
11. Supervise evaluation and mentorship of adjunct instructors

Scholarship Coordinator - a Chair responsibility

1. Collaboration with the Dean of CE, and CE staff to maintain the scholarship fund
2. Develop, with the faculty, criteria for selecting scholarship recipients
3. Publicize scholarship availability to student
4. Determine the number, type, and frequency of scholarships to be awarded
5. Form a scholarship selection committee
6. Notify and advise scholarship recipients
7. Supervise fundraising to increase scholarship fund
8. Keep [scholarship application](#) updated

Administrative Specialist (AS)

1. Coordinate administrative functions of LEAP, including clerical duties
2. Serve as a cultural specialist in working with students from various cultures
3. Serve as a student resource for academic, cultural, and personal questions
4. Provide academic advisement for LEAP students
5. Assist with administrative tasks as required
6. Respond to inquiries about the LEAP Department via telephone, email, in writing and in person,
7. Act as a cultural liaison for international students and visiting professors
8. Serve as an international student intermediary
9. Supervise hourly Student Aides
10. Conduct Methodology survey at end of AY
11. Coordinate with the Placement Test Coordinator to:
 - a. prepare test copies and schedule rooms
 - b. administer test on a walk-in basis.
 - c. manage paperwork, dissemination of results, test payments, storage/shredding/disposal of completed tests.
 - d. secure copies of the test and master copies.
 - e. Coordinate speaking portion of test.

Student Aide

1. Provide support to the AS, as required
2. Filing, typing, photocopying as required by AS and faculty
3. Provide office cover in the instance that the AS is out of the office
4. Respond to LEAP Department inquires on telephone, via email, Facebook, Instagram or in person
5. Provide teacher support
6. Conduct student evaluations
7. Reconcile department budget reports and purchase supplies.
8. Input department schedule information into Banner
9. Keep abreast of university policies and procedures in areas of admissions, student services, immigration, and scholarships
10. Design/create program flyers, brochures, or certificates as necessary
11. Create and coordinate [Social Activities](#) and keep a current calendar of activities
12. Update the newcomer details on LEAP webpage
13. Other duties as required.

Assessment Coordinator (AC)

1. Supervise the collection, design, and evaluation of course assessment materials, including standardized final exams
2. Collaborate with AS to collect, present and analyze student achievement data on an annual basis
3. Submit annual assessment report to the Office of Institutional Effectiveness
4. Hold department assessment committee meetings according to the Assessment Written Plan
5. Collaborate with Department Chair, and Curriculum Coordinator to create, implement, and review assessment procedures and materials according to the LEAP Department Assessment plan
6. Facilitate the collection and distribution of assessment documents and report forms

Lab Coordinator

1. Explore new software/programs/capabilities for the lab and inform faculty
2. Survey faculty and implement suggestions for operation/equipment
3. Purchase software/equipment through the LEAP Lab budget
4. Instruct faculty in procedures for using lab facilities
5. Update programs as necessary
6. Coordinate scheduling of lab

Lab Aide

1. Post work hours
2. Take inventory of available software/equipment; keep it current and posted
3. Post scheduled classes every week
4. Help students and faculty in the lab as necessary
5. Check out/in equipment as necessary
6. Keep Lab Coordinator informed of any issues concerning lab operation and use

Placement Test Coordinator

1. Administer Placement Test. Coordinate with the AS and faculty, approve projected test dates.
2. Coordinate student placement decisions with the Chair.
3. Assess and evaluate the Placement Test.
4. Assess and evaluate requests for re-evaluation of placement results and communicate results to Department Chair.

5. Set Placement Test Assessment meeting agenda (spring block 2, 5th week).
6. Coordinate with the AS to:
 - a. prepare the copies and schedule rooms
 - b. administer test on a walk-in basis.
 - c. manage paperwork, dissemination of results, test payments, storage/shredding/disposal of completed tests.
 - d. secure the copies of the test and master copies.
 - e. coordinate speaking portion of test.

Professional Development Coordinator

1. Inform faculty of professional conferences, conventions
2. Provide opportunities for adjuncts and faculty to share teaching ideas (workshops, mini-lessons, observations, mentoring), 2-4 times per year
3. Encourage and assist all faculty to submit and present conference presentations
4. Work with chair to determine travel budget/needs

Conversation Partners Coordinator

1. Coordinate the placement of an English-speaking WSU student with a LEAP student. To facilitate the following learning outcomes:
 - a) The two students will interact face-to-face for at least an hour a week to develop speaking and listening skills in English
 - b) Provide an opportunity for non-LEAP WSU students to interact with LEAP students, and earn CCEL credit
2. Contact instructors from other disciplines to offer Conversation Partnerships. These instructors assign credit and track involvement with their own grading systems.
3. Recruit interested WSU students for partnerships.
4. Encourage volunteer students to track their involvement through the Center for Community Engaged Learning (CCEL).
5. Provide initial registration and information forms for both non-LEAP and LEAP students.
6. Coordinate with relevant LEAP instructors to ensure students have completed forms and understand the conversation partner program.
7. Monitor the partnerships throughout the semester to ensure success.
8. Provide a report each semester to the Chair

POLICIES AND PROCEDURES

ASSESSMENT

1. The written plan for Assessment Committee meetings is located in the curriculum handbook p.6. it provides a list of items to assess per AY;
2. **Assessment Review and Revision Meetings:** The Assessment Committee will meet on the fifth Friday of the second block of Fall and Spring semesters to review and revise department assessment procedures and department self-assessment. The chair will set the agenda and conduct the meeting. Each meeting will cover issues of class assessments, achievement data, and program of study goals and results assessment. These issues may also be discussed in other faculty meetings. Proposed department assessment changes can only be voted upon in meetings other than the fifth Friday meetings if the chair and 50% of the committee are present. The Assessment Committee will not meet during Summer Semester.
3. **Assessment Committee Meetings** will include a review of the department structure in respect of services. These services include, but are not limited to; Student Complaints procedures, Student achievement rates,

faculty concerns with department procedure and policies, review of the Mission statement and the alignment of the curriculum with the mission statement, review of classroom resources, review of student aide job descriptions, tutoring, the MENG TESOL practicum, internships, adjunct training, faculty trainings.

4. **A nominated faculty** or the Administrative Specialist will attend the monthly scheduled Student Affairs Development Meetings (SADM). Any suggestions for inclusion on the SADM agenda must be submitted to the Administrative Specialist one week before the scheduled meetings (2018; 27 Sep, 16 Oct, 6 Nov, 23 Jan, 12 Feb, 14 Mar). all faculty are welcome to attend.
5. **All texts** will be evaluated and reviewed according to the attached [LEAP Department Text Review and Evaluation form](#). The proposed schedule is as follows:
 - I. **One Assessment Committee Meeting** per semester (minimum) will be held with the CE financial supervisor, Sherri Melton, to review budget and expenditures to ensure continued fiscal responsibility.
 - II. **Any failure** of classroom technological resources will be reported to the Administrative Specialist, who will organize replacement or repair with the necessary provider.
 - III. **Agenda.** One week before the Assessment Committee Meeting the proposed agenda will be circulated for suggestions, and to advise faculty of tasks to be addressed at the meeting
 - IV. **Review of the Written Plan:** This Written Plan will be reviewed by the Assessment Committee once a year at the fall Assessment Committee meeting.
6. For the Annual Student Achievement Review, student achievement data will be collected and presented at bi-annual Assessment Committee Meetings. Student achievement data will be used by the LEAP Department to make decisions about further courses of actions to take in order to maintain and improve the highest levels of LEAP student achievement possible.
7. Data that will be collected and represented include the following:
 - GPA, pass/fail rates by levels/skills, & total number of LEAP students by course, instructor, & country of origin
 - total number of LEAP graduates (post level 6) who enroll in WSU English classes and pass/fail rate
 - Rates/numbers of LEAP graduates graduating with degrees (by type, from WSU)
 - Rates/numbers of LEAP students transferring from WSU to other colleges or universities
 - Student progress from initial placement in program until exit via level 6, transfer or withdrawal
8. Review of instruments of assessment for each class to determine if they measure the SLOs for the relevant courses.

CURRICULUM

1. Methodology survey – according to the Written Plan for Curriculum Assessment Review and Revision, faculty members, including adjunct faculty, complete this survey at the end of AY.
2. Faculty Textbook/materials survey – all faculty members will complete the textbook /materials survey the first time they use a textbook or course packet. They should complete the survey if they have additional insights or if their opinions change after subsequent use.
3. Student Text book/materials survey should be completed for each of their textbooks or course packets every block, including summer semester, to be included on the teacher evaluations.
4. One Curriculum committee Meeting per year will include evaluation of curriculum materials meeting approved SLOs.

Scheduling/proctoring/correcting/placing:

The test is scheduled during the week before each semester starts, and can also be scheduled on a walk-in basis. The Placement Test Coordinator is responsible for administering the test with close coordination and support from the rest of the LEAP Department. Full-time faculty members will be available to help administer and correct completed tests, make placements, and conduct interviews. Faculty members may be required to present the pre-test orientation should the Placement Test Coordinator be unavailable. For large groups (20 to 30 students) taking the test, faculty plan to be involved with administering the test and making placements for a whole day.

Creation, revision, assessment of the test:

The LEAP Department Placement Test was created by the LEAP faculty, who are responsible for administering and assessing its effectiveness as a placement tool into LEAP Department classes. The Placement Test also determines if a testee can place directly into English 1010 classes. The test has four parts – reading, writing, listening/note-taking, and speaking. The reading and writing sections are paper-based. The listening/note-taking consists of a short audio lecture on an academic topic with questions. The speaking part takes the form of a face-to-face interview with a LEAP Department faculty member. Testees are advised that the test could take up to 3 hours.

Re-evaluation of individual student placements

If a student disagrees with his/her placement, that student needs to fill out a form to request a [re-evaluation](#) of his/her test. The LEAP office will help the student complete the request and take it to the Placement Test Coordinator. The Coordinator will make a determination for a change in placement or not. After that determination has been made, the Test Coordinator may consult with the Department Chair, and/or other faculty members to make the decision, the form goes to the Department Chair for a signature. The signed form is given to the student with a copy for the office. If a change is warranted, the LEAP office will help that student either change his/her registration or register for new classes. A faculty member may also initiate a re-evaluation of a placement during the first week of the block by the same process.

SOCIAL ACTIVITIES

Social activities are organized to promote socialization whereby students may strengthen English language skills in accordance with the LEAP mission statement and Department goals. Activities may be attended by adjunct and full-time faculty members. Two or more activities for students each semester, will be on- and/or off-campus. An annual calendar of activities, approved by the Chair. The annual budget for program activities will be approved by the Department Chair.

FACULTY MEETINGS

Faculty meetings are scheduled by, and conducted under the direction of the Department Chair, where Roberts Rules of Order are the method of organization. Other major meetings for all faculty members, or those assigned to the committees, are the Curriculum Committee meeting and the Assessment Committee meeting, which are scheduled for the 5th week of the first and second block respectively, of the fall and spring semesters. No faculty meetings are held during the summer semester. Proposals held to a vote at any meeting can only be voted on by full-time contractual faculty members.

FACULTY PERFORMANCE REVIEW

The Department Chair will conduct a triennial Faculty Performance Review for each full-time faculty member who has been employed in the Department for over three years. Faculty members with less than three years' service will be reviewed once a year. The review will include student evaluations, a [classroom observation](#) the [Teacher self-evaluation form](#), a review of faculty goals, a review of student evaluations, and a consultation with the Chair. The Chair will make appointments with faculty to complete these performance reviews.

Student Evaluations

Students complete student evaluations of each of their teachers at the end of each block. These evaluations are conducted online in the LEAP language lab, except for Levels 1 & 2 who complete paper-based [evaluations](#). Office staff schedule these evaluations with one teacher for each level. Teachers will not be present while students complete evaluations

Classroom Observations by the Department Chair and by Peers

Adjunct faculty will be observed once a semester by the Chair and/or by other faculty. Adjunct faculty who need more guidance or modelling may be asked to observe some of the longer serving teachers, or other teachers who demonstrate best practices.

Self-evaluation

Full time faculty will submit a written self-evaluation every three years to the Department Chair in conjunction with the Three-Year Faculty Review.

Mentoring

Full-time or established adjunct instructors may be assigned to mentor a newer instructor in new or first teaching assignments. Evaluation of each instructor by the other instructor will be undertaken at the end of the course to help identify strengths, areas for improvement and self-assessment.

[Mentoring forms](#) and [self-assessment forms](#) are available from the chair

PROFESSIONAL DEVELOPMENT

As described in the PPM 1-18 the department chair is responsible to "Oversee . . . ongoing professional development. . . of staff and adjunct faculty, contract faculty, and tenure-track faculty" https://www.weber.edu/ppm/Policies/1-18_DeptChairs.html . Every employee of the university is expected to improve his/her performance and capability in the execution of her/his job. As you review your personal professional development, please plan where and when to spend travel monies (when available) for the best impact for our students, your professional growth and the improvement for the department as a whole. Please ensure that the conference you select is a site for the presentation of peer reviewed papers. When you have selected your preferred site, please discuss the benefits and anticipated gains with the department chair when you make the request for an allocation of travel money. After you have attended professional conferences, training or workshops for professional development, please be ready to share your discoveries, self improvement or teaching improvements with the rest of the department at the following faculty meeting. Travel money may not be used for membership dues.

The LEAP Department recognizes that many activities qualify as professional development. Such activities may include, but are not limited to:

- Professional organization membership
- Conference attendance
- Conference presentation
- Serving on LEAP Curriculum or Assessment Committee

Serving as accreditation coordinator
 Serving as assessment coordinator
 Assisting with the production of accreditation reports
 Participating in the development/analysis of program/student assessment statistics
 Presenting/sharing teaching tips with other faculty
 Updates on TESOL/ACTFL shared at faculty meetings
 Developing/revising course packets/curriculum
 Performing teacher observations
 Being the subject of a teacher observation
 Participation in the Teaching Learning Forum
 WSU Faculty symposium
 Online tutorial
 Mini presentations at Curriculum and Assessment meeting
 Obtaining/maintaining professional endorsements
 Implementing technology in instruction/assessment
 Any other similar activity that is approved by the Chair in writing

LEAP full-time faculty are encouraged to participate in at least two of the above activities in a 12-month period. LEAP adjuncts are encouraged to participate in at least one of the above activities in a 12-month period. Faculty and adjuncts will maintain records of their involvement in professional development and report on their activities at their regularly scheduled performance evaluations. The Administrative Specialist will ensure that s/he is up-to-date with campus required trainings, and will attend a conference/training of her/his choice in a 12-month period.

Portfolio

All instructors may develop a portfolio to be available for their performance reviews with the Department Chair. The portfolio may contain the following sections:

- Personal Information (resume, transcripts)
- Courses Taught
- Curriculum Development
- Materials Development (samples)
- Assessment Development (samples)
- Peer Evaluations and Observations
- Student Evaluations
- Mentoring reflections
- Self-evaluations and goal-setting
- Professional development (certificates of completion)
- Conferences Attended (certificates of attendance)
- Conference Presentations
- Published articles
- Service to University
- Service to the LEAP Department

CLASSROOM MANAGEMENT

Attendance Policies

Registered students who do not attend the first week of class are not allowed to continue in that class, but must wait for the next block to begin. Any exceptions must be approved by the Department Chair. Instructors should not allow these students to attend class the second week.

Canvas

Canvas is an on-line classroom management tool. Instructors are required to post students' scores ASAP. Canvas can also be used for making announcements, and facilitating group work, among other things. Canvas should be used for recording attendance.

Cell Phones

Use of cell phones is not allowed in class. However, some students have electronic dictionaries on their cell phones. If a student's use of a cell phone becomes disruptive to the class on more than one occasion, you may ask that student to leave. This policy is included in the approved syllabi.

Class Rolls

Official class rolls are found in instructors' eWeber accounts, from where copies can be printed. Occasionally, the Canvas roll is not the same as the eWeber roll. Amendments can be made by notifying WSUonline.

Course Registration Number (CRN)

A CRN is the number that identify classes in the e-Weber system and in Canvas. Testing centers also use CRNs to identify tests.

Children

Weber State policy and procedures manual states that no children are allowed in classes. However, a teacher can make a rare exception. Regardless of an exception, if the child becomes disruptive, the teacher should ask the parent to leave the class with the child.

Disruptive Behavior Policy

Students exhibiting disruptive behavior can be asked to leave. In extreme cases campus police can be called to remove a disruptive student. See the WSU student code at: http://www.weber.edu/ppm/Policies/6-22_StudentCode.html. Other disruptive behavior outside the class can occur, especially with students who may harass a teacher. Campus police can be called for any disruptive behavior a teacher needs help stopping, including bullying, intimidation, and stalking. As outlined in the Student Code http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

Doctor's Notes

Notes from doctors and dentist for routine illnesses are not required. However, an excused illness does not excuse students from making up missed work. Sometimes longer absences are caused by extenuating circumstances such as pregnancy, miscarriage, and hospitalization. Verification from medical personnel can be required in these cases. The policy is to work with students in making up missed work due to these circumstances. If a student has completed 80% of the course work s/he can be granted an "I" with a date by which the work must be completed.

Email to Students

Instructors should use eWeber, Canvas or the Weber.edu Google email system to communicate any information with students. Private email accounts should not be used. Students should be encouraged to forward weber emails to the account they utilize the most, if they do not intend to use the Weber system.

eWeber

Instructors must activate their eWeber account where they access Canvas, and Weber State email.

Faculty Complaints

[Faculty Complaint forms](#) are available from the Office. They cover personal problems and problems with classrooms, students, equipment, scheduling, and procedures.

Failing List

The list of failing students is generated by the LEAP office at the end of each block. Teachers should check this list to make sure students in their classes have passed the previous level classes. Students register for two blocks at a time, so if they fail a class in second block, they will need to change the classes they are registered for.

FERPA (Family Educational Rights and Privacy Act)

A student's grades or scores may not be discussed with anyone other than the student without a written waiver from the student. Refer enquiries to the Chair.

"I" Grade

The grade of "I" is to be used when applicable circumstances happen near the end of the block/semester. An "I" grade allows a student to make up work after the grading deadline. Students should already have completed 80% of the course work when the emergency occurs. "I" grades are awarded on the Canvas "Input Final Grades" section of the course Canvas page. "I" grades require a date in the last day attended column. Students must request an "I."

Not on the Roll

If a student's name is not on the class roll, teachers should ask that student to go to the LEAP office to clarify their registration and resolve the issue.

Instructor Absences

Instructors should call the LEAP office as soon as they know they are going to be absent. Extended non-emergency absences (such as vacations, family reunions or longer week-ends) should not be planned during the block, even if arrangements have been made to cover classes. Weber State policy states that teacher absences must be made up.

Students Not on the Roll

If a student's name is not on the class roll, teachers should ask that student to go to the LEAP office to clarify their registration and resolve the issue.

"UW" Grade

Students who are absent five times during the block or eight times in a semester-long class will be given a grade of UW. This information must be added to the course syllabi. No exceptions. See "I" grade above

Verification of students' classes

Instructors should verify as soon as possible that the students in their classes are officially enrolled. Official registration is on-going, so get the most up-to-date rolls from eWeber on the day before the block/semester starts, and at the end of the first week. Weber State policy is simple – students must be registered to attend classes.

Visitors, family, and visiting friends of students

Weber State policy states that those in attendance must be registered WSU student, not visitors, but teachers can make short-term exceptions, especially with visiting scholars and other arranged visitors. Sometimes students will ask if they can bring a friend, or a child. A good answer is sometimes "Yes, but only for today."

GRADING AND STUDENT ASSESSMENT

Canvas

Canvas is the university's learning support tool. Teachers are required to use Canvas to post student assessment, quiz, and/or test scores and other grade component scores. Canvas should be available to the students the first day of the block, and scores and other postings should be updated often.

Canvas has many functions and includes a training section for instructors.

Double-Grading of Writing Class Exams

In all writing class's final exams will be double-graded. The final exam should reflect "raw" writing ability (i.e. in-class writing). Arrange with a teacher in the next level up to double-grade these finals. The double grading is simply pass or fail. The purpose is to ensure that students have the "raw" ability to succeed in the next level up.

Failing Grades

In the LEAP Department, a C+ (77%) is the passing standard. Anything below C+ (77%) is a failing grade. NOTE: in a credit/no credit class the pass mark is C (77%), please use either a C+ or the D+

Grade Changes

Once final grades have been posted, only the course instructor can make grade changes by directly emailing the records office (records@weber.edu) using their weber email account. No other email accounts will be accepted, and only changes for one student per email is allowed. Email the records office at records@weber.edu and copy Narumi on the email (narumisalas@weber.edu) and include the following information;

Name of Student, Student's "W" Number (see the official roll)

Grade Change From___(the original grade)

Grade Change To___(the new grade)

Name of Class and Course Number, CRN #, Semester and year taught,

Instructor name and contact information

****IMPORTANT:** copy the email to Narumi Salas in the LEAP Department office; narumisalas@weber.edu

"I" Grade (incomplete)

This grade is for medical emergencies at the end of the term. The student has to have finished 80% of the course work, but unable to finish 100% due to a verifiable medical emergency (and or other emergency, such as the death of a close relative). This grade is awarded on the eWeber course "Input final grades" report and requires the last date attended.

Canvas Assessment Pages

Instructors can create an assessment page (that is not open to the students) for all of their assessment tools (exams, quizzes, rubrics, etc.). This will allow the Assessment Curriculum Committee access to teacher assessment tools to evaluate and check them for compatibility with other levels and other classes.

Passing Grades

In the LEAP Department C+ or above is passing. C+ translates to 77% or above. Students who do not achieve a total/final class grade of 77%, including final exams, are required to re-take that class. If the course is a block 1 class and they fail it, they have to take the following block 2 class, but if they fail that, they have to repeat both classes. if they fail a block 2 class, they must it in the following block 2.

Posting Grades

Teachers are required to post grades by the WSU announced deadlines. LEAP would prefer grades are submitted sooner, so students can re-register if need be. Plan final exams and due dates for assignments so that deadlines can be met in a timely fashion.

Syllabi

Approved syllabi are available in the LEAP Department Canvas page. The course syllabi should appear on the course Canvas pages. The syllabus for each class is a legal contract. Please submit a copy of your syllabi to the Chair each block.

"UW" Grade

A UW grade is for students who don't finish the class and don't arrange anything with the teacher. It is also for students who are registered on course rolls but never show up. The UW grade requires the

teacher to fill out “a last date attended” in the “Input Final Grades” section of the course Canvas page. A UW grade is the same as an E grade for GPA purposes, but international students who earn UW grades do not earn credits for SEVIS (Student and Exchange Visitor Program) requirements, and can be deported. Please email any students on your roll who you have never seen or who have stopped coming and ask them to go to the LEAP office for help. The LEAP Department has a policy that students who have five absences during a block, or eight absences in a semester will automatically earn a “UW.” Students who miss major exams or tests can also earn a UW. instructors can define this more explicitly on their syllabi.

Plagiarism/Cheating/Copying Answers

The Weber State student code http://www.weber.edu/ppm/Policies/6-22_StudentCode.html spells this out very clearly. Faculty can formulate their own policy for consequences and work with students to clear up any misconceptions (cultural or otherwise) about using and copying other people’s work

Tardiness

instructors should make their own policy and explain it on their syllabi.

First Week Absence

A student who misses the first week of class will be barred from attending the rest of the block. Instructors should not allow these students in class, but send them to the Department Chair. No Exceptions.

Early Final Exams

Syllabi should clearly indicate when exams will be. Teachers should schedule exams after consulting the department schedule. Department policy is not to give final exams early for any reason.

Missed Quizzes/ Homework/ Last Assignments

instructors should formulate their own policy. However, The LEAP Mission Statement outlines that we familiarize students with the American university academic culture, which strongly discourages turning in late assignments, missing quizzes and/or exams. If you accept late assignments, there should be some kind of penalty for it. Your policy should be clearly stated on your syllabus.

Class Hours

Instructors must respect the class hours as printed in the schedule, starting and ending class on time. In teaching locations such as Lind Lecture Hall, instructors should take into consideration that students might have a ten-minute walk to their next classes. Also, the next teacher to use the classroom is entitled to at least 5 minutes to ready the room for his/her class.

Student Complaint Procedure –

When a student approaches an instructor with a complaint about a grade, classroom situation, or teacher-imposed sanction, the instructor will hold a conference with the student to discuss the situation. The student should complete the *Student Petition Form* (available in the LEAP office). After a consultation with the instructor, the instructor completes the second part of the form detailing any and all decisions taken during the consultation. If the student is unhappy with this action and/or the instructor’s decision, then the student is directed to make an appointment with the LEAP Department Chair. If after a conference with the Chair, the student is still dissatisfied s/he is then directed to the Dean of the Office of International Programs (OIP). At this point the Informal Hearing process as laid out in PPM 6-22 is completed (http://www.weber.edu/ppm/Policies/6-22_StudentCode.html).

Students who are unhappy with the decision of the Dean are then directed to the Chair of the Due Process Committee, who assesses the situation to determine if there are grounds for a complaint to be pursued further. If the Chair of the Due Process Committee determines there is no grounds for complaint a letter is sent to the student stating the decision. The student is then advised to drop the

complaint. If there are grounds for further action, then the Chair of the Due Process Committee will arrange for a formal hearing. The Formal Hearing Committee will review the complaint and make a formal decision. During this process the student is not allowed to contact the instructor, the LEAP Department Chair, or the Dean of OIP in connection with the complaint.

Bridge Level (Level 7) Registration Policy

Students have to finish all Level Six classes before they are allowed to register for non-LEAP academic classes.

EMERGENCY PROCEDURES

All teachers are required to know the emergency procedures. See [appendix Campus Emergency Safety Procedures below](#) (Copy also available in Faculty Mailroom) and at <http://weber.edu/police>

911 --Any Emergency

Don't dial campus police. The 911 dispatcher will dispatch first responders, including but not limited to campus police.

6460 – Campus Police

For non-emergency problems that need a police officer or to report unsafe conditions **Code Purple** School closure (snow, wind, epidemics, and other emergencies) Code Purple alerts are sent to cell phones, by text and by email to weber.edu addresses. All students, staff and faculty should be enrolled in Code Purple <http://www.weber.edu/codepurple> See [appendix](#)

Earthquake

This is a possibility. Weber State has a procedure in place. See [appendix](#).

Fire-Drills

Exit the building when you hear a fire alarm without question. Don't reenter the building until campus authorities give permission to re-enter. See [appendix](#)

Epidemics

In the event that a teacher catches a Flu-type illness and needs to stay home several day, a contingency plan should be in place to communicate with students, through Canvas. There is a possibility that during an epidemic, the school could be closed, and communication with students is required. Add your contingency plan to your syllabus.

Shooter on campus

While the possibility may be remote, teachers need to be prepared. Weber State has a contingency plan. See [appendix](#).

A COPY OF THE **STUDENT HANDBOOK**

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POLICIES FOR STUDENTS

(numbers as they appear in the original handbook)

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Code of Conduct

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Weber State University has a Code of Conduct which students should understand. The information is found at the following link: http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

It is very important that you have read this information so you understand the University's rules.

If you have any questions, come and talk to us before you discuss your questions with your friends.

LEAP DEPARTMENT PLACEMENT TEST

The purpose of this test is to see how well you can read, write, speak, and understand English. If you need to improve your English before you begin your academic study at Weber State University, this test will place you in the right classes in the LEAP Program. This test will also show if you are ready for English 1010 and do not need LEAP classes.

TEST DAY SCHEDULE

ORIENTATION	8:30 TO 8:50	You will receive information about the LEAP Program, classes, and the test.
BREAK	8:50 TO 9:00	Go to the restroom, get a drink of water, or just relax.
TEST PART 1	9:00 TO 9:30	Listening/Note-taking (30 minutes)
TEST PART 2	9:30 TO 11:00	Reading and Vocabulary (90 minutes) When you finish part2 or you can do no more, you may start Part 3. or you may take a 5 minute break before you start Part 3.
EXAM PART 3	When you finish Part 2	Writing (45 minutes) When you finish Part 3, go to the LEAP Department office and one of the LEAP Department teacher will interview you for Part 4.
EXAM PART 4	When you finish Part 3	Speaking/Interview (5 to 10 minutes). One of the LEAP Department teachers will interview you for Part 4.

Your results will be available next day at the LEAP Department Office, when you will be able to register for your classes.

Re-evaluation of Placement Test Results

If a student disagrees with his/her placement, that student needs to fill out a form to request a [re-evaluation](#) of his/her test. The LEAP office will help the student complete the request and take it to the Placement Test Coordinator. The Coordinator will re-evaluate the test and decide if the student should be moved to a different level. After that decision has been made, the Test Coordinator may consult with the Department Chair, and/or other faculty members to verify the decision. If a change is necessary, the LEAP office will help the student to either change his/her registration or register for new classes.

LEAP DEPARTMENT ORIENTATION

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Weber State University Policy:

International students who speak English as a second language must have a TOEFL score of:

- 500 on the Paper based test, 173 on the computer based, or 61 on the net based test
- OR 6 on the IELTS TEST with a minimum of 5 on each part.

If you are a resident student who speaks more than one language, you should take the LEAP Department Placement Test and complete any classes the LEAP Department requires you to complete for English proficiency.

Students with Disabilities

Students with disabilities are guaranteed all rights covered under Service for Students with Disabilities (SSD) at <http://departments.weber.edu/ssd> . Including confidentiality and special accommodation. It is your responsibility to contact SSD at the beginning of the course to discuss any required accommodations for your courses.

REFUNDS

Details for refunds are available at <https://www.weber.edu/bursar/> . and are printed below.

Refunds and Financial Aid

- If you have a refund due as a result of course drops or a residual Financial Aid disbursement, please be aware that paper checks are processed weekly. For quicker refunds, please sign up for Electronic Refunds directly to your personal bank account. Instruction can be found [Here](#) .

Paying For School

- If you are you having trouble coming up with your tuition and fees or housing payment for Fall semester, sign-up now for a convenient [Monthly Payment Plan](#) to avoid late charges.

Changed Your Mind?

- *If for any reason you will not be attending a class or classes, you must drop or withdraw from your courses by the [refund deadline](#).* Please remember that you are financially and academically responsible for your enrollment. Check your eWeber student portal to verify enrollment, drop or add classes, check your account balance or to pay via checking, American Express, Discover, MasterCard, or Visa.

Check Your Email

- In compliance with the University policy on email, correspondence, bills and tuition statements from the Bursar's Office will be sent to the student's official University '@mail.weber.edu' email account. Students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications.

Looking for Tuition Rate Schedules?

[Current Tuition Rates](#)

LEAP DEPARTMENT CURRICULUM:

LEAP Department classes will help you acquire English for academic purposes so that you can function as a student in other academic classes. The curriculum is written by professional experienced teachers who have many years of experience in writing curriculum for ESL students.

We offer 3 levels of instruction. In levels 5 and 6 there are classes for reading, writing and Grammar. Levels 5 and 6 are one 7-week block, so you will complete one semester. Level 7 has one writing class (3 credits) and one reading class (3 credits) taught over one semester.

Each classes earn credit towards graduation. USCIS, SEVIS, and Financial Aid requirements are a minimum of 122 credits per semester.

- Level 5 Intermediate High 3 classes for a total of 6 credit hours
- Level 6 Advanced 3 classes for a total of 6 credit hours
- Level 7 Advanced Plus 2 classes for a total of 6 credit hours. Level 7 students can also take other academic classes.

Classes may be repeated as many times as it takes to pass them. However, ESL 2750 courses may not be repeated for more credits. For example, ESL2750 Reading I, II, or III can only be taken once, this also applies ESL2750 Campus Activities I, II, or III, and ESL 2750 American culture I, II, or III.

GRADING

Grades are based on the university grading scale. At the end of the block, your grade will be based on the percentage of points you have earned according to the assignment groups in the course (see Syllabus).

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69% retake course
A- 90-92%	B 83-86%	C 73-76% retake course	D 63-66% retake course
	B-80-82%	C- 70-72% retake course	E 0-62% retake course

CLASS SYLLABUS

A syllabus is a handout given by your teacher on the 1st day of class to tell students the following:

- ✓ Information that will be taught in the class
- ✓ What is the goal of the class
- ✓ Class and university rules

This syllabus is important because:

1. it protects the student and the teacher;
2. the student understands what they need to do
3. the teacher is responsible for doing what they wrote in the syllabus.

****If you lose your copy of the syllabus, you will find a copy on the course Canvas page****

UW Grade

A UW grade is for students who don't finish the class and don't arrange anything with the teacher. It is also for students who are registered on course rolls but never show up. The UW grade requires the teacher to fill out "a last date attended" in the "Input Final Grades" section of the course Canvas page. A UW grade is the same as an E grade for GPA purposes, but international students who earn UW grades do not earn credits for SEVIS (Student and Exchange Visitor

Program) requirements, and can be deported. If you receive an email from your instructor please go to the LEAP office for help. The LEAP Department has a policy that students who have five absences during a block, or eight absences in a semester will automatically earn a "UW." Students who miss major exams or tests can also earn a UW. Instructors may define this more explicitly on their syllabi.

ACADEMIC DISHONESTY POLICY

The LEAP Department academic dishonesty policy follows the Weber State University Student Code of Conduct as defined in the Weber State University Policy and Procedure Manual, including talking during a test. http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

First Offence:

Any student involved will earn a failing grade for the assignment or the test in a classroom or Testing Center. A report will be sent to the Dean of Students and a report will be included in the student's file.

Second Offence:

Regardless of the class in which the first offence occurred, any student involved in a second offense will fail the class in which it occurs.

Third Offence:

Regardless of the class in which the third offence occurs, any student involved will be asked to leave the LEAP Department. All WSU/LEAP students are entitled to due process and have the right to file a grievance. Please refer to Weber State University's Student Conduct for more information. http://www.weber.edu/ppm/Policies/6-22_StudentCode.html All LEAP faculty, staff, and adjunct instructors are required to comply with this policy. Individual instructors may add further penalties at their discretion. All penalties will be included and defined in class syllabi at the beginning of the term.

Students will:

1. Maintain academic standards including institutional, college, department, program, and individual course standards.
2. Maintain academic ethics and honesty. The following are especially prohibited.
 - a. Cheating, which includes but is not limited to:
 - i. Copying from another student's test;
 - ii. Using material during a test not authorized by the teacher;
 - iii. Collaboration with any other person during a test;
 - iv. Obtaining, using, buying, selling, transporting, or asking for a whole or part of the contents of any test;
 - v. Asking for or receiving information about any test;
 - vi. Taking a test for another student;
 - vii. Having another student take a test for you.
 - b. Plagiarism, which is the (uncited) use of any other person's or group's ideas or work, including purchased or borrowed papers.
 - c. Collusion; the unauthorized collaboration with another person to prepare classwork or homework.
 - d. Falsification; the intentional and unauthorized altering or inventing information or citation for classwork or homework.
 - e. Giving, selling, or receiving unauthorized course or test information.
 - f. Using any unauthorized resource or aid to prepare or complete any course work. **7**

- g. Infringing copyright laws of the United States; do not make photocopies or taking pictures of copyright material.
1. Obtain the instructor's permission before recording lectures.
 2. Obtain the instructor's permission at least 24 hours before bringing any children (including infants) into a classroom, workshop, or laboratory, setting. In the case of an emergency, prior approval may be sought up to the beginning of the class or activity. If the child becomes disruptive in any way during an approved visit, the responsible person must remove the child immediately.
 3. In the absence of the instructor, remain in the classroom at least 15 minutes after class starting time, unless otherwise notified.
 4. Notify their instructor(s) as far in advance as possible of any planned absence for participation in University-approved or requested group activities, and discuss the terms, options, and possible outcomes of these absences with their instructor(s).
 5. Avoid unethical, wasteful, and/or inappropriate use of any computer system, library, or other campus resource, or interference with the productivity of other users.
 6. Avoid misrepresenting research project or paper for other than its original intended use.
 7. Determine before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is a conflict, the student should think about dropping the class. A student who finds this solution unreasonable may ask the instructor for a resolution. This does not mean the instructor has to agree, except in those cases when not doing so would be illogical or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the Department Chair. The student's request must explain how the assignment would cross the student's beliefs.
 8. Any student found in violation of the above examples of dishonesty may, in addition to the sanctions imposed by the professor, have his/her name forwarded to the Dean of Students for appropriate university sanctions.
 9. Weber State University reserves the right to take appropriate action against any individual or group which is found upon hearing to pose an unreasonable risk of harm to the health, safety, or welfare of the University community.

ATTENDANCE POLICIES

1. If you do not attend your classes the first week of the block, you will be have to wait for the following block to continue classes.
2. If you miss the first two days of class, you could lose your place in the class and change to a different class.
3. If you do not attend the final exams/tests in any of your classes, your teacher is required to give you a UW grade (Unofficial Withdrawal). This grade can have a negative effect on your scholarship or your academic standing.
4. If you stop attending class, your teacher is required to give you a UW grade (Unofficial Withdrawal). This grade can have a negative effect on your scholarship or your academic standing (see below).

CLASS	ABSENCES
1-day-a-week block class	3 absences in a block = UW
2-day-a-week block class	3 absences in a block = UW
4-day-a-week block class	5 absences in a block = UW
5-day-a-week block class	5 absences in a block = UW
2-day-a-week semester class	7 absences in a semester = UW
1-day-a-week semester class	3 absences in a semester = UW

5. If you do not attend the final exams/tests in any of your classes, your teacher is required to give you a UW grade (Unofficial Withdrawal). This grade can have a negative effect on your scholarship or your academic standing.
6. Students must complete all Level 6 courses before they can register for other university classes.
7. Students must pass all coursework with a 77% or higher before you can go to the next LEAP level. In your writing classes you must pass both your course work and the raw writing test with a grade of 77% or higher.
8. Students who need to repeat a course must make sure they drop the class they were going to attend, and add the class they need to repeat.

Semester 1			Semester 2	
Block 1	Block 2		Block 1	Block 2
Pass	Pass	Pass	Pass	Pass
Pass	Fail	fail	2750	Retake
Fail	Pass	Pass and move on	Pass	Pass
Fail	Fail	Retake both levels	Retake	Retake
Pass	UW		2750	Retake
Fail	UW		Retake	Retake
UW	Pass	Pass to the next level, but must repeat the UW class for a grade	Pass	Pass

9. Students need to make sure are enrolled on the teacher’s official class roll. If your name is not on the class list, you will not get a grade, which will cause problems with immigration.
10. Failure to drop a class will earn a UW and cause problems with immigration and scholarships.
11. Teachers are not required to teach the same lesson twice or prepare a class in advance because students chose to:
 - a. Return late from a break. Teachers will not allow you to make up missed work.

Or

- b. Make plans to leave a class before final exams Teachers will not prepare an early final.

VERIFICATION LETTERS

You may request verification letters from the LEAP

1. Please give the LEAP office 24 hours’ notice for letters verifying your status as a student at Weber State University, or that you have completed all required LEAP classes.
2. The REGISTRATION and RECORDS Offices (Students Services Center Room 111) can also provide verification letters. The Registration Office can provide you with an enrollment letter and the Records Office can print you an official transcript.
3. You can print an unofficial transcript through your portal.

STUDENT COMPLAINTS

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If a student is unhappy with a teacher or worker at the university, s/he can file a complaint. The steps to file a complaint are as follows:

<p>Not happy with my teacher</p> <p>1 Talk to your teacher</p> <p>2 Talk to the Administrative Specialist, Sandy Thomas, in Elizabeth Hall Room 207. Fill out a Student Petition Form</p> <p>3 Talk to the Chair, Debi Sheridan Elizabeth Hall Room 273</p>	<p>Not happy with the worker</p> <p>1 Talk to the worker</p> <p>2 Talk to the Chair, Debi Sheridan, Elizabeth Hall Room 273</p> <p>3 Talk to Dean Cliff Nowell Student Service Building 163</p>
<p>4 Talk to Dean Cliff Nowell Student Service Building 163</p>	

If the situation continues, the Dean will inform the student of the next steps to take. Remember, once the highest level of complaint has been reached, the decision has to be accepted. Trying to change a final decision is harassment.

CELL PHONE POLICY

1. Students are required to turn off cell phones before the instructor starts class. Cell phones should never be used after the instructor starts the lesson.
2. Students may not make a call during class.
3. Students who make a phone call in class may be asked to leave losing all attendance points for that day.

Weber State University

CAMPUS EMERGENCY SAFETY PROCEDURES



<http://weber.edu/police>

EMERGENCY OPERATIONS PLAN OUTLINE

I. PURPOSE

Weber State University's Emergency Operations Plan (EOP) outlines a strategy to cope with hazards that threaten the campus, as well as the concept of operations and management of critical resources in response to potential emergencies. It defines the role and responsibilities of departments, divisions and agencies on and off campus that are vital to help protect life and property.

Whenever an emergency affecting the campus reaches proportions that cannot be handled by routine measures, WSU President or designee may declare a "local emergency" throughout the campus or a portion of the campus, and can officially downgrade the "local emergency" to a business-as-usual state. (See Forms section, Declaration/ Termination form)

II. SITUATION

A Many natural and technological hazards could threaten the students, staff, faculty and visitors of WSU causing a major emergency and/or mass casualty event. These hazards could occur at any time. (See Hazard Analysis)

Natural Hazards could include:

- Earthquake
 - Mudslide/Landslide
 - Flood
 - Tornado
 - Fire – wild land
 - Weather extremes
- Technological Hazards could include:
- Transportation accidents
 - Hazardous Material incidents
 - Utility failure
 - Fire - structural
- Extraordinary criminal events:
- Civil disturbances
 - Bomb threat
 - Violent or criminal behavior
 - Employee or student sabotage

III. ASSUMPTIONS

- WSU will always be subject to the hazards stated above.
- Warning time available to implement this plan varies from little or none to days to weeks, depending on the type of hazard.
- All major buildings and departments will maintain specific emergency response plans relevant to their area operations and will ensure that all personnel concerned are trained and familiar with existing plans and procedures, and capable of implementing them in a timely manner.
- Assistance from city, county, state, and federal agencies and from other local agencies, as well as volunteer organizations will be available to supplement WSU resources.
- Some types of emergencies will be preceded by a building up period which, if recognized and utilized, can provide advance warning to those areas and/or population groups which might be affected. Other emergencies occur without advance warning, thus requiring mobilization and commitment of the emergency organization after the onset of the emergency situation.
- WSU officials can meet their basic operational objectives if automatic and coordinated responses are based on contingency plans and preparations which forecast actual emergency conditions.
- WSU will remain open, or will reopen as soon as possible, to fulfill its mission of providing educational instruction after any natural or man-made disaster or event.
- WSU will provide support to the local community, other statewide agencies, and the federal government during any natural or man-made disaster or event, to the extent resources and mission requirements allow. This may include, but is not limited to, providing shelter, refuge, or serving as an evacuation assembly point for persons not normally affiliated with WSU.
- WSU will, as its first priority in the event of a natural or man-made disaster, protect and provide for the safety of personnel, with priority being given to student housing residents for shelter, food and other essential services.

IV. CONCEPT OF OPERATIONS

- This EOP may be activated fully or in part by WSU President, the Vice President for Administrative Services, the Police Chief or their designees depending on the type or severity of the event.
- WSU's emergency response will generally be classified into one of three operational levels, as soon as an event has occurred, as illustrated in the steps below:
 - ./ Observation or notification of the event
 - ./ Identification of the event
 - ./ Nature and scope of the event
 - ./ Severity of the event
 - ./ When the event occurred
 - ./ Determination of operational level

LEVEL 1 – MINOR EMERGENCY

This level includes any incident, potential or actual, which will not seriously affect the overall functional capacity of WSU. Response to an emergency situation includes calling 626-6460 and/or 9-1-1, which activates appropriate public safety entities i.e., Police, Fire and EMS. These entities will monitor the situation and determine if it could escalate into a Level 2 event which will affect campus operations.

LEVEL 2 – MAJOR EMERGENCY

This level includes any incident, potential or actual, which affects an entire building(s), or area of campus and will disrupt the overall operations of WSU. Major policy considerations and decisions may be required. This level may require emergency personnel be put on standby and/or report to the Emergency Operations Center (EOC) if activated by the administration. This level may require a declaration. This level may be handled by campus resources or with assistance by mutual aid unless the incident escalates to a Level 3.

LEVEL 3 – DISASTER

This level includes any event or occurrence which has taken place and has seriously impaired or halted the operations of WSU. In the event of a disaster of major proportions WSU would likely be self-sustaining for a period of time. In some cases mass student/personnel casualties and severe property damage may be sustained. A coordinated effort of all campus resources is required to control the situation effectively. Outside emergency medical services will be essential. The EOP and EOC will be fully activated. (See Section V. Organization and Responsibilities)

The WSU policy group and coordination group will report to the EOC where assessment of the situation and assignments can be given. Responsibilities would include assessing the situation, warning the campus populace, evacuating impacted areas, establishing and maintaining communications and employing resources to provide for care and treatment of injured as well as preserving lives and property. It will be necessary to keep the campus population informed of changing conditions and provide them with precautionary instructions.

Assistance from the state will be requested if campus and local resources are fully committed and the WSU President declares the situation to be a "local emergency".

V. ORGANIZATION AND RESPONSIBILITIES

WSU disaster operations will be under the direction of the President of WSU or designee. Emergency and disaster response will be conducted according to established operating procedures and the National Incident Management System (NIMS) will be used to manage the event. The NIMS systems provides a set of standardized organizational structures such as the Incident Command System (ICS) a system currently in use by the police and fire departments; NIMS standardized processes, procedures and systems are designed to improve interoperability among jurisdictions and disciplines in many areas and will provide a comprehensive approach to incident management. All other departments, responding to assist with scene management, will operate under this system.

If the emergency or disaster exceeds WSU resources pre-existing mutual aid agreements will be in effect and if needed, city, county and state resources will be petitioned. When resources at the state level are exceeded the Governor will petition for the federal disaster declaration.

When WSU declares a local emergency or upon the occurrence of a natural act or disaster, the Emergency Operations Plan and Emergency Operations Center shall be put into effect immediately if they have not already been activated. Below are some suggested guidelines for EOC activation.

When to activate the EOC:

- Disaster or emergency involves multiple sites and/or areas of campus
- Disaster or emergency requires unique or multiple resources
- Disaster or emergency exceeds event capabilities
- Public Health related events
- Homeland Security events
- At the discretion of WSU President

How to activate the EOC:

- WSU Police Department will activate call down system
- Notification via the Emergency Alert System (EAS)
- Notification via the City Watch system
- Notification via WSU computer, telephone communication systems

Upon activation of the EOC:

- EOC staff will be called in
- EOC will be set up for operations i.e., computers, phones, work stations, work packets, maps, status boards, check-in sheet etc.
- Announcements over campus through radio, broadcast, voice mail or means available to communicate with campus population
- Notification of activation to city, county and state by the Office of Emergency Management
- Media communications will be established and if necessary Weber County will be requested to activate the Joint Information Center (JIC)
- Begin compilation of the windshield damage assessment and Initial Disaster Report (see Forms section)
- Apprise EOC staff of the event

Field Command reports (communicates) to EOC as soon as activation is in place:

- Location of field responders, condition of responders, condition of vehicle and condition of their immediate area will be needed
- Severe damage that is in view will need to be logged and reported by field responders and/or building safety coordinators

Upon declaration of "local emergency" all essential records in regard to WSU shall be preserved and all records in regard to the emergency response, including orders, proclamations, procurements and contacts shall be appropriately documented and maintained pursuant to the EOP. The EOC coordination group, finance section shall maintain all records and record them immediately as they occur during the period of emergency declaration.

The WSU EOC is comprised of two groups, the policy group and the coordination group. Pursuant to the requirements of the EOP all emergency personnel in the policy group (see below) shall report to the EOC unless otherwise advised. Coordination group members will be activated as necessary. The EOC will be located at Lampros Hall, the policy and coordination group will report at this location at the time of EOC activation. The alternate location of the EOC will be at a location that is determined safe, should the main EOC location be damaged.

EOC Policy Group University President University Counsel Provost

V.P. Administrative Services

V.P. Student Affairs

V.P. University Communications/Relations Chief Information Officer

Clerk/Recorder (appointed as necessary)

Policy issues that the President and/or the policy group may address during activation may include; declaration, restrictions, contingency funding, donations/volunteer management, restoration, resource allocation and response and recovery priorities etc.

The coordination group will consider implications of the disaster and communicate with the policy group especially in relation to coordination for response and recovery efforts, legal issues and campus operations.

EOC Coordination Group

Assistant V.P. Administrative Services Assistant to V.P. Facilities Management Emergency Manager

Police Chief

Law Enforcement Officer Fire Marshal

Environmental Health & Safety Director

Risk Manager

Damage Assessment Officer (appointed by FM) Facilities Operations Officer (appointed by FM) Assistant V.P. Financial Services /

Finance Officer Accounting Officer

Director Purchasing Officer

Associate V.P. Human Resource Officer Compensation Manager / H.R. Officer Director Housing Residence / Shelter Officer

Health and Medical Officer - if needed (appointed by Student Affairs)

Dining Services Officer

Executive Director Communications Officer Director of Media Relations Officer Telecommunications Manager Officer Information

Technology Officer

Emergency Planning Committee Members Davis campus representative – if needed

Outside Agencies

Red Cross

Public Health Department

Amateur Radio Emergency Services (ARES) Ogden Fire & EMS

Utah Power Questar

Others as needed

EOC Functional Responsibilities

Function	Primary Responsibility	Secondary Responsibility
Alert and Notification	Police, Administrative Services Personnel, Dispatch	Departments with EOC representatives
Building & Utility Damage	Facilities Management, Building Safety Coordinators	Facilities Management, Police, Responsible outside agencies
Communications	University Communications Facilities Management Police Department	CERT, ARES
Computer Support	Information Technology	Outside community agencies
Criminal Event	Police	Mutual Aid Agencies, Responsible outside agencies
Crowd Management	Police	Mutual Aid Agencies
Damage Assessment	Facilities Management Police Department	Fire Marshal Building Safety Coordinators
Debris Management	Facilities Management	Outside community agencies
Record Keeping	Academic Affairs	Finance, Human Resource
Emergency Medical / Mass	Police Department	Mutual Aid Agencies
Employee Welfare	Human Resources	Health Center
Environmental Issues	EH&S	Weber County Health Department
Evacuation	Building Safety Coordinators,	Fire Marshal

Finance	Accounting Services	Payroll
Fire	Fire Marshal	Mutual Aid agencies
Flood/Heavy Rains	Police	Facilities Management
Hazardous Materials Response	EH&S, Fire Marshal	Mutual Aid Agencies, Police Department
Insurance and FEMA	Accounting Services	Risk Management
IT support	Information Technology	
Legal	Legal Counsel	Presidents Council
Map Procurement	Parking, Printing Services	Parking, Multi-Media Services
Mass Care / Sheltering	Police Department, Red Cross, Housing, Food Services	Mutual Aid agencies, Health Center, Housing, CERT Teams
Mental Health	University Counseling Services	Weber County Health Department
Protective Actions	Police Department	Weber County Sheriffs
Public Health	E H&S	Weber County Health
Public Information/Media	University Communications	Media Relations
Search & Rescue	Mutual Aid Agencies, CERT Teams	Weber County Search & Rescue
Severe Winter Weather	Police, Facilities Management	Police, Responsible outside
Special Needs Individuals	Disability Services	Student Affairs, Human Resource
Student Welfare	Student Affairs	Health Center, Counseling Services
Telecommunications	Telecommunications	Outside community agencies
Tornado	Facilities Management, Police	Mutual Aid agencies
Transportation	Shuttle Bus	UTA, Local School Districts
Utility Disruption	Emergency Management	Responsible outside agencies
Volunteer Management	Human Resources	Student Affairs, CERT
Water Supply/Contaminated (non-terrorist)	Facilities Management	Environmental Health and Safety Weber County Health Department Police Department
Water Supply/ Loss	Facilities Management	Responsible community agencies

Davis Campus:

Davis campus EOC will be located on the first floor of the building EOC Policy / Coordination Groups:

Will be staffed by Davis campus representatives with Ogden campus representatives as backup for emergency operations

Outside Agencies Red Cross

Davis County Public Health Department Layton City Police / EMS

Amateur Radio Emergency Services (ARES) Utah Power

Questar

Others as needed

VI. ADMINISTRATION AND LOGISTICS

To ensure the readiness of WSU to respond to any emergency at any time, a system of cooperation and coordination is needed.

Documentation of the response is vital. Incident command in the field will be instrumental in monitoring and documenting needs and requests to the EOC. Personnel in the EOC will handle and document available resources and requests as well as keeping disaster records in relation to damage, expenses, time, assistance and recovery.

Accounting will be necessary to keep records dealing with documentation, damages and costs associated with the incident.

VII. PLAN DEVELOPMENT AND MAINTENANCE

This Emergency Operations Plan follows the standard format as contained in the State and Local Assistance Guide, (SLG 101) which provides information on FEMA's concept for developing risk-based, all-hazard emergency operations plans. This format will:

Y serve as the basis for effective response to any hazard that threatens the campus

Y facilitate integration of mitigation into response and recovery activities; and

Y facilitate coordination with the city, county, state and federal government during catastrophic disaster situations

It is the responsibility of WSU Emergency Manager to write and review the plan. Departments must be involved in the pre-emergency planning and response preparations. Departmental representatives will be asked to serve on the Emergency Planning Committee, which will be tasked with keeping the EOP current and making sure the information contained therein is effectively and efficiently written to reflect actual responsibilities during a disaster or major event. The Emergency Planning Committee's responsibilities will include:

Y Coordinating the writing of the EOP with WSU Emergency Manager

Y Assigning or coordinating assignments to support departmental responsibilities

Y Executing the provisions of the EOP upon its activation

The EOP will be reviewed annually and the responsible department will recommend changes or updates to the Emergency Manager.

The Emergency Manager will make necessary changes and updates, print copies and distribute them to all agencies, departments and key personnel having a copy of the EOP.

VIII. AUTHORITY

- Emergency Management, Utah Code Section 63-5
- Disaster Response and Recovery, Utah Code Section 63-5A
- The Federal Civil Defense Act of 1950, (Public Law 81-920) as amended.
- Federal Disaster Relief Act of 1974 (Public Law 93-288).
- Emergency Management, Utah Code Section 63-5
- The Disaster Mitigation Act of 2000 (Public Law 106-390)

For more information, or to view the entire Emergency Operations Plan, please contact Lt. Mike Davies at 626-7729.

Teacher Self-Evaluation Form

The purpose of this exercise is to help you evaluate your growth as a teacher. You will discuss the results with the department Chair. After the conference, take this evaluation sheet with you and place it in your portfolio. Evaluate yourself using the following five-point scale:

1) unsatisfactory 2) below average 3) average 4) above average 5) outstanding

ME AS A CLASSROOM TEACHER

____1. I know my subject matter.

____2. I speak at an appropriate volume.

____3. I use language appropriate to the level I'm teaching.

____4. I use various techniques to discover if the students have accomplished the goal.

____5. I use teaching aids of various kinds to re-teach if necessary.

____6. I meet the individual learning needs of the students.

____7. I am able to involve everyone in my class.

____8. I ask meaningful questions of higher order.

____9. I develop a good rapport with my classes.

____10. I give my students timely feedback on their performance

____11. I am willing to accept suggestions to improve my teaching.

____12. I am able to maintain classroom control.

____13. I strive to improve myself professionally.

____14. I fulfill all of my expected duties.

____15. I see things to be done and do them without suggestion.

WEBER STATE UNIVERSITY
LEAP Department Classroom Observation Form

Instructor: _____	Lesson Topic: _____
Observer: _____	Class Title: _____

Directions: Use this form for classroom observations.

Place a check beside practices that you observed.

If a practice was not observed, please write NO, for “not observed,” in the check column.

	Teaching-Learning Practice	√	Evidence of Practice
Organization	<i>The instructor’s lesson was well structured and logical. The lesson had a clear beginning and a clear end, and it was tied into past and future lessons.</i>		Reviewed content of previous lesson.
			Provided overview of lesson and objectives.
			Eased into lesson with warm-up.
			Lesson was well-sequenced and logical.
			Summarized lesson and gave take-home message.
	Notes:		
Questions	<i>Instructor used a variety of questions to check for comprehension. Instructor responded appropriately, time was allotted for student questions, and instructor waited for answer to question before moving on.</i>		Asked both close-ended and open-ended questions.
			Repeated questions for all students to hear.
			Gave students opportunities to ask questions.
			Waited for response after asking a question.
			Was available before or after class for questions.
	Notes:		
Activities	<i>Instructor used activities where appropriate, whether individual, pair, or small-group. Activity instructions were clearly explained, students stayed on task, each member was working, and teacher moved around.</i>		Gave clear oral and written instructions
			Gave examples and modeled activities.
			Used a grouping strategy.
			Walked among groups or individual students.
			Activities were adequately timed.
	Notes:		
Preparation	<i>Instructor was prepared for the lesson, and it was clear that the class has a set routine. Instructor did not waste valuable classroom time preparing for the lesson or for activities.</i>		Was prepared to begin lesson on time.
			Did not take class time to prepare for lesson.
			Teaching and learning materials were appropriate.
			Finished lesson on time.
			Lesson was paced (not rushed or too thin).
	Notes:		
Teacher Behavior	<i>Instructor made good use of the classroom space, and was clearly enthusiastic about the lesson content. Non-verbal communication and speaking speed furthered student comprehension.</i>		Teacher was enthusiastic about the material.
			Gave clear explanations
			Moved around the classroom.
			Used gestures and other forms of nonverbal communication.
			Spoke at a reasonable pace.
	Notes:		

Mentoring form

WSU LEAP Department Team Teacher/Mentor Evaluation Checklist

Please check all that apply to your experience with team teachers in the LEAP Department. All the information you supply will be kept in a secure place and will be used for evaluations of other faculty. Your name will not be divulged.

My team teacher	100 %	75 %	50 %	25 %	0	N/A
Classroom and curriculum						
Assists with room preparations						
Reviews the lesson with me before class time						
Shares approved materials with me						
Shares supplementary materials with me						
Shares organizational information for grading (such as rubrics)						
Respects my experience and abilities by creating a team environment						
Provides me with new strategies and methods						
My team teacher/mentor's curriculum was helpful, thorough and easy to use						
Collaboration						
Encourages me to share teaching strategies						
Encourages me to prepare lessons to complement the day/week's topic						
Encourages my participation in the classroom						
Gives me good feedback and constructive criticism						
Shares the teaching workload on a 50/50 basis						
Meets with me on a regular basis (weekly/bi-weekly)						
Meets to discuss success and failure of teaching strategies						
Meets to discuss success areas we can improve						
Meets to discuss curriculum issues and adapt materials						
Was your team teacher/mentor professional at all times						
Self-evaluation						
I have found this experience to be beneficial						
I am willing to team teach again						
I recommend this teacher to team teach again						
My suggestions and reflections include....						

Re-evaluation of Placement Test Results

Name _____ Date _____

RE-EVALUATION OF PLACEMENT TEST RESULTS

LEAP Department Faculty have re-evaluated your placement test to see if there is any merit or reason to change your placement in LEAP Department courses.

Reading Score: Your score was _____

- We found no reason to change that score or your placement.
- We found merit in changing your placement.

Writing Score: Your score was _____

- We found no reason to change that score or your placement.
- We found merit in changing your placement.

Listening/Speaking and Note-taking Your score was _____

- We found no reason to change that score or your placement.
- We found merit in changing your placement.

- Good news 😊. We are going to change your placement as follows:

- Sorry 😞. We found no reason to change your placement.

Other comments: _____

Debi Sheridan, Chair of the LEAP Department



Faculty Complaint Form

Name _____

Date _____

Faculty Complaint Form

Nature of complaint

Personal	Classroom	Student	Equipment	Scheduling	Procedures	
Other; specify						

Details _____

Submitted to

Office	Chair	
--------	-------	--

Action _____

Submitted by _____

Action by _____