



CENTER FOR
LANGUAGE STUDIES
BYU College of Humanities

Student Instructor Policies and Procedures

Center for Language Studies

Brigham Young University

2022-2023

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INTRODUCTION

Center for Language Studies, Brigham Young University

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We are excited for you to join us at the Center for Language Studies (CLS) at Brigham Young University! CLS seeks to strengthen teaching excellence and make your teaching experience enjoyable. We have prepared some information that we hope will answer any questions you might have.

Our student instructors make significant contributions toward the teaching mission statement for CLS (see Appendix I: Mission Statement). This manual provides general guidelines and expectations for individuals hired in the student instructor category. This supplements the University Policies/Procedures on the employment of student employees at Brigham Young University. Nothing in this document supersedes the requirements adopted by the university for student employment and continuing in employment.

Purpose

This document is a statement of policy and expectations for all student instructors employed by CLS. In addition to general expectations of all teaching personnel at BYU, a more detailed statement of responsibilities, procedures, and privileges of language teaching at CLS is appended to this document. You are required, as a condition of employment, to become familiar with this document and follow the policies therein.

Hiring

CLS has an ongoing need to hire advanced students to teach classes in languages of importance for both domestic and international careers. In hiring students for these less commonly taught languages, CLS strives to find teachers with the academic credentials, subject matter expertise, and teaching experience that satisfy as many of the hiring criteria as possible.

Recruitment of Student Instructors

Student instructors are recruited based on course demands and budget availability. The Assistant Director, the Associate Director for Curriculum and Instruction, and the Instructional Programs Coordinator coordinate the evaluation and interviewing of potential student instructors. Due to changing enrollments and related factors, hiring decisions are made as early as possible before the beginning of the semester or term.

Compensation

CLS keeps all compensation and wage information confidential, as should you. CLS follows the BYU Student Employment compensation guidelines for student instructors who teach day or evening language classes. Student wages derive from academic experience, job-related experience, performance merit, and course load (calculated in credit hours). For both undergraduate and graduate students with full-course responsibility, compensation is set according to the BYU Student Employment Academic Salary Scale calculated per weekly hours and according to the academic degree currently being pursued (BA, MA, or Ph.D.).

CLS pays student instructors who teach evening classes according to same BYU Student Employment guidelines for compensation. Evening classes must begin after 4 p.m. or end before 8 a.m. Monday courses must end no later than 7 p.m.

In-Service Trainings

All student instructors are required to attend a 2–3-hour in-service training during each semester they teach. This in-service is a part of your job.

The Assistant Director is responsible for the submission of contracts and work documentation to BYU Student Employment. CLS will ensure that pay is fair and consistent. All inquiries for individual compensation should be directed to the Assistant Director.

Orientation and Training

Upon being hired, student instructors will receive the following orientation from the following personnel:

- Associate Director of Curriculum and Instruction: expectations related to teaching, in-service meetings, curriculum requirements, course learning outcomes, etc.
- Assistant Director: CLS policy and practice, expectations, conditions, rights, teaching stipend, etc.
- Instructional Programs/ASL Coordinator: class scheduling and routine office matters (including the arrangement for office and computer access), keys, copy procedures, etc.
- When relevant, another instructor who has previously taught your course(s) will be in contact with you.

At least one in-service training will be provided near the beginning of fall and winter semesters. The training generally takes place on a weeknight and lasts about two hours.

Attendance is mandatory. Essential information and teaching methods will be given. Attendance at in-service trainings and other factors will help determine teacher eligibility for future teaching appointments.

Credit/Course Limits

Student employment at BYU is limited to 20 weekly hours for undergraduate and international students, and 28 weekly hours for U.S. graduate students. These limits include all work done for BYU including day classes, evening classes, classes at BYU Salt Lake Center, etc.

Termination

Your student instructor appointment lasts only for the semester or term identified in your hiring documentation. The appointment does not imply any promise of continuing employment or additional appointments in the future.

University policy prohibits CLS from entering into an agreement with you for such continuing employment or future appointments.

Unfortunately, insufficient enrollment numbers may lead to the cancellation of your assigned class or classes at any time. If your class is unavailable for this reason, the Instructional Programs Coordinator may assign you to teach a different class, or you may lose your appointment.

Furthermore, CLS may terminate your employment before the end of the semester or other terms of employment for causes including, but not limited to, failure to comply with the expectations outlined in this document or any language-specific or course-specific document.

TEACHING RESPONSIBILITIES, PROCEDURES, AND PRIVILEGES

Adding Students

Students can add or drop classes online until the first day of class. If the class is full or the online registration deadline has passed, it is up to you to allow additional students from the waitlist to sign up by providing them with registration permission-to-add codes. A quick way to add a student is to use the BYU app on your smart phone:

- Download the official BYU app found in the Google Play Store or Apple App Store by searching “BYU.”
- Sign-in to your BYU account (if needed).
- Click Reg Permission-To-Add-Code.
- Enter the student’s Net ID from your class roll.
- Click **Grant** and the student will be added to your class.

Another way to add a student is to sign in to my.byu.edu. Hover over **Work** and a drop-down menu will appear. Select **AIM**. After the page loads, click **Faculty** from the menu bar at the top of the page. Then, click **Class Rolls** from the menu on the left side. Click **Contact Class Roll** from the options that appear. On the new page that appears, click **Create Registration Permission-to-Add Codes**.

Advertising Your Class

We can help you advertise for your upcoming class by creating a flyer or poster and posting it around campus. Please contact us as cls@byu.edu if you are interested in advertising for your class. NOTE: We ask that you not create your own advertisements as we have specific branding/design guidelines that we adhere to.

Challenge Exams

As a benefit to returned missionaries (as well as to those who have learned a foreign language by means other than 1st- or 2nd-year language college courses), BYU offers a challenge exam that allows students to earn up to 16 graded credits. The exam is offered to enrolled members of certain advanced returned-missionary language classes. They can earn credit for 101, 102, 201, and 202 language classes. Please note that we do not currently offer a challenge exam in all our language courses. If you are interested in developing a challenge exam for your language, please speak with the Associate Director.

As the instructor, you will be responsible for communicating the challenge exam procedures and date and time information to your students. CLS will schedule the exam for you and will let you know the date and time it will be held. You will also be responsible for grading portions of the exam and communicating grades to CLS administration.

The following students are not eligible to take the challenge exam:

- 1) Auditing students
- 2) Native speakers
- 3) Students who have taken the 12-credit pass/fail Foreign Language Achievement Test (FLATS)
- 4) Students who have already taken the challenge exam for that specific language

Heritage speakers (those who speak English as their predominant language, those who have parents who are native speakers of the target language, or those who didn't speak the target language in high school) *are eligible* to take the exam.

CLS offers training and support to help you provide this service to your students.

Class Instruction and Activities

You must have at least 50 minutes of classroom instruction per credit each week. For example, a 3-credit hour course requires a minimum of 150 minutes of class instruction a week. You need to arrive to class *on time*. If you must miss a class, you are to notify CLS administration and your students in advance of your absence. Your students should arrive on time and stay until the end of the class. Students should not routinely arrive late or leave early due to conflicts with their class or work schedule, nor should students be permitted to consistently miss class due to regular scheduling conflicts. Please do not continue to teach your class after the official end time.

You may expect your students to attend out-of-class cultural events. However, these expectations must be reasonable from your students' point of view. Give details on expectations in the syllabus. Do not expect students to participate routinely in LDS meetings such as sacrament meetings, Sunday School classes, Family Home Evening events, or General Conference sessions only because they are conducted in the target language. Allow students reasonable alternatives to out-of-class cultural events, depending on individual situations. Students may organize themselves for participation in out-of-class cultural events.

Class Rolls

You can access class rolls by signing in to my.byu.edu. Hover over **Work** and a drop-down menu will appear. Select **AIM**. After the page loads, click **Faculty** from the menu bar at the top of the page. Then, click **Class Rolls** from the menu on the left side.

You can print a PDF version for attendance, participation, and class assignments. You can get a class roll that includes students' pictures and send emails to the whole class or individuals in your class via the "Class Roll" webpage on Learning Suite.

If you have a student who is still on your class roll but has never attended, contact the student at least once by email to discuss dropping the class. If a student who is missing from your official class roll comes to class reliably, contact the Instructional Programs Coordinator to verify if the student has enrolled correctly.

Classroom Expectations

You may not change the location of your assigned class. If you have an exceptional situation that warrants a change, the Instructional Programs Coordinator can work with BYU classroom scheduling personnel to find a different room.

BYU does not allow people who are not officially enrolled in your class to attend. This policy applies to individuals with a pending mission call. You may, however, allow one-time visitors.

Communication

You should check your email every school day during the semester or term you teach. Please respond promptly to emails containing questions or concerns from your students and CLS. Your response may simply acknowledge the email and indicate when you intend to respond more fully.

CLS will send you an e-newsletter every month. This newsletter will contain information about important events and announcements. Please make it a priority to read this communication.

Copying

You may check out a print card that automatically reloads and has a \$20 monthly limit. The JFSB Copy Center (B115 JFSB) has copiers where you can print materials to use in your class. If you

use many supplementary materials, please arrange with the BYU Store to produce a course packet for students to purchase at the BYU Store. Alternatively, you can provide materials to students electronically through Learning Suite.

There is also a copier in the CLS workroom (3090 JFSB). This copier has additional features such as scanning to a current email address and. The office copier is available for faculty use from 6am to midnight.

There are print and copy stations in the JKB where the student instructor carrels are located. Contact the Instructional Programs Coordinator for printing and copying instructions.

Email Alias

To be FERPA compliant, you should send messages with grade and test information to your students via Learning Suite and *not through your personal e-mail*. In addition, you may set up an e-mail alias. An email alias is an email address that forwards mail to your real mailbox. The following will help you create your @byu.edu or @byu.net email alias:

1. Sign in to my.byu.edu.
2. Navigate to **Campus Links**. Hover over **Communication**. A drop-down menu will appear. Select **E-mail Alias manager**. A new page will appear.
3. Click **Add** next to the domain name extension you want (@byu.edu or @byu.net). A box will appear.
4. In the field that says, "This is the name of the email alias," enter your desired name (e.g., john_doe) as your email alias.

The @byu.net address will stay with you even when you leave active employment at BYU.

5. In the field that says, "This is where the emails will forward to," enter the name of an external account where you would like to receive your mail (e.g., john_doe@gmail.com). Click **Save**.
6. If the email alias you chose has already been used, then you'll have to choose another alias (e.g., john_doe2011) and repeat Step 4.
7. Navigate back to the homepage. In **Campus Links**, hover over **Communication**. A drop-down menu will appear. Select **Personal Information**. Enter the email address (alias) you have just created.

Extra Credit

Extra credit is to be offered only with extreme discretion. Extra credit is awarded for doing unusual or remarkable work beyond the expected class assignments—not to "make up" for previous missing assignments. Extra credit should not take the place of class assignments. Extra credit should not account for more than a one-step overall grade increase (e.g., from a B to a B+).

FERPA

As a BYU employee, you are responsible to protect your students' personal information. The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Students attending a

postsecondary school, such as Brigham Young University, have the following rights under FERPA:

- 1) To inspect and review their education records
- 2) To seek to have their records amended
- 3) To have some control over the disclosure of information contained in the records
- 4) To file a complaint with the U.S. Department of Education if BYU fails to comply with FERPA.

Brigham Young University may not disclose information contained in education records without the student's written consent except under certain limited conditions.

You will be required to renew your FERPA training periodically and will be contacted via e-mail as needed. For more information on your responsibilities under FERPA, visit ferpa.byu.edu.

Final Exams

University policy states that every course *must* hold a final exam during the scheduled final time window. Many teachers choose to have oral presentations during the scheduled final. Others have the students write essays or revise passages.

Your examinations need to take place during times shown on the university final exam schedule. You may not give examinations early or on Reading Days. Reading Days precede

the university final exam period and give students time to study and prepare for your final exam. The preparation and the examination periods are set by the university and are immovable parts of the semester.

Students should not make plans that interfere with these critical academic activities. Please advise students at the beginning of the semester that they will have to take a final exam on the scheduled date. If illnesses or other uncontrollable circumstances prevent a student from taking an examination at the scheduled time, they are responsible for informing you as soon as possible. In cases where students have conflicting examinations or three or more examinations in one day, you may make individual arrangements for alternative test times.

General Education Course Review

General Education Requirements

BYU has a General Education (GE) program that is designed to give all BYU students a well-rounded education that meets a core set of university-wide learning outcomes. At the CLS, we are pleased to have many of our 202 and 330 courses count for this program, which allows students to take our courses while fulfilling university graduation requirements. Our courses count for two of the GE requirements: 1) Global and Cultural Awareness and 2) Languages of Learning (see below).

As stated, the course learning outcomes give attention to grammar, pronunciation, and similar matters in order to improve interpersonal, interpretive, and presentational modes of communication. Furthermore, they imply that your course is

taught primarily in the target language. This means students will read or listen to, discuss, and write about a selection of texts (literary, historical, and contemporary) in the target language.

To maintain our GE credentials, the CLS is required to complete a course review for each 202 and 330 course every three years. If you teach one of these courses, you are responsible to ensure that both your syllabus and teaching contain the course learning outcomes that explore the culture, literature, and history of the native speakers of the language(s) you teach. You will periodically be asked to complete a GE review packet that documents how your course has successfully achieved the GE requirements. Your prompt attention to this matter is necessary for successful renewals.

A. Global and Cultural Awareness

The 202 and 330 courses fulfill the GE requirements for Global and Cultural Awareness. You will need to document how students will fulfill the following:

1. *Acquire an awareness of global culture.* Students will become aware of a global culture outside their own with the interplay of cultures, languages, and nations at an international level.
2. *Understand processes of writing.* Students will demonstrate informed awareness through writing and will experience thoughtful reflection as demonstrated in a structured, guided manner that will include a consideration of the student's own responses to cultural or global issues, often involving comparison.

3. *Use critical reading.* Students will develop greater empathy and charity and will begin to gain a global perspective by learning to see themselves from another's point of view through several readings.

B. Languages of Learning

The 202 and 330 courses fulfill the GE requirement for Languages of Learning. You will need to document how students will fulfill the following:

1. *Demonstrate proficiency.* Please describe in detail the opportunities the students in your course will have to improve their language proficiency in reading, writing, speaking, and listening.
2. *Read and analyze literary works.* Please describe in detail the opportunities the students in your course will have to recognize and analyze a selection of literary works in the target language within their historical and cultural context.

Grade Change Online

Sometimes a grade is misreported, miscalculated, not submitted on time, or an "I" needs to change to a letter grade. To change the grade, go to enrollment.byu.edu.

You can make a grade change for the following reasons:

- Calculation error in computing the grade
- Posting the wrong grade to the grade roll
- Changing a "T" grade

- Posting a grade if no grade roll was submitted (NS)
- Re-evaluation of completed work with no additional work submitted

Grade Submission

You submit grades online through the BYU homepage. The Instructional Programs Coordinator can enter grades electronically if you encounter difficulties. It is vital that you submit grades before the deadline. If you happen to miss the grade submission deadline, a grade of "NS" displays on each student's transcript, and you will need to fill out a "Grade Change Authorization Form" for every student in the class.

Grades

You are obligated to communicate grade status to students several times during the semester or term, particularly right after an exam or a paper and just before the final exam. Learning Suite is an effective tool to post grades. One week is normally a reasonable time frame to return graded work to students.

You should not negotiate grades with your students. You should base grades on evidence of achievement of expected learning outcomes. Evidence may come from written and oral exams, in-class contributions, and completion of assignments such as in-class presentations and papers. If students try to negotiate their final grade or their grade on an assignment, contact the Associate Director of Curriculum and Instruction immediately. Negotiation includes an effort on the part of a student to convince you that you are being unfair or showing

favoritism. Negotiation of grades can lead to a student trying to intimidate you and can even lead to threats of taking the matter to a higher authority. If any situation reaches this point or makes you uncomfortable, make sure to contact the Associate Director for Curriculum and Instruction immediately.

You should create a scoring rubric for written assignments and oral presentations (see Appendix V: Letter Grades). You should also have a rubric for extended writing sections on exams or oral exams. Share these rubrics with your students before they begin to prepare an assignment or take an exam.

Incomplete Grade Contract

(Note: Giving an incomplete grade is strongly discouraged for student instructors. Please contact the Associate Director of Curriculum and Instruction if you are considering giving an incomplete grade.)

The letter grade "I" is given using an Incomplete Grade Contract; this allows students to complete the remaining work on an individual basis with the instructor in a prescribed time window (not to exceed one year). An incomplete is only given when there are non-academic extenuating circumstances (e.g., serious illness, death in the immediate family) that occur *after the twelfth week* of a semester or the *sixth week* of a term (discontinuance deadline). The Incomplete Grade Contract must be completed and signed at enrollment.byu.edu/registrar/incomplete-contracts.

You should indicate a specific length of time in which the student must complete the coursework to change the

incomplete grade to a letter grade. Again, this length of time should not exceed one year. The student cannot make up an incomplete by attending the same class in a subsequent semester or re-registering. In some instances, such as a lab class, attendance may be required for the portion of the class or lab section missed. Once the work is completed, the instructor should complete the portion of the Incomplete Grade Contract, showing the grade earned, and submit the form to the Records Office (B150 ASB).

Do not give an incomplete when one of your students is failing or has failed the course.

Learning Outcomes

Well-constructed learning outcomes are essential components of course design. Learning outcomes reflect the skills, knowledge, and attributes that students should have upon completion of a particular course or program of study.

CLS has adopted a set of learning outcomes for each course. You can find the published learning outcomes at learningoutcomes.byu.edu. You can better align course level outcomes to contribute to CLS and college goals by frequently reviewing the learning outcomes that correspond with your course and program. When preparing a syllabus, include the corresponding learning outcomes in the course document. Consult with the Associate Director for Curriculum and Instruction for questions relating to learning outcomes. For a complete list of outcomes, see Appendix IV: Learning Outcomes.

Learning Suite

Besides ASL instructors who use Canvas, all other instructors are expected to use Learning Suite, which is a learning management system that allows you to post grades, create and share course content, engage in discussions, grade student assignments, provide students with feedback, track student performance, post announcements, administer quizzes and exams, and more. To access Learning Suite, sign in to my.byu.edu and click **Learning Suite** or visit learningsuite.byu.edu.

Video tutorials and user guides for each of the major components and functions of BYU Learning Suite are available at linfo.byu.edu.

Mailboxes

You may receive memos, messages, flyers, and other mail items in you're the "student instructor" group mailbox in the CLS workroom. Please check your mailbox regularly. .

Student Carrols

The Instructional Programs Coordinator can assign a student carrel that you would share with other student instructors.

Following the golden rule of “do unto others as you would have them do unto you” helps everyone share the limited space and resources.

Office Hours

If you are teaching a class, you are expected to be available to students by providing reasonable on-campus access for in-person consultations. You should include your office hours in your class syllabus and maintain those office hours. *One hour a week is a minimum guideline.* Allowing students to contact you online does not eliminate the requirement for you to be available to students for in-person assistance. Your office hours cannot be delegated to teaching assistants or walk-in labs, nor can you schedule them during university devotionals and forums (Tuesdays from 11am-12pm).

Ordering Textbooks

To be compliant with the Higher Education Opportunity Act (HEOA), BYU is required to provide a list of required textbooks for each course during registration. Students can then plan for the expense and have more time to shop around for the most affordable price.

Course materials for your class are placed through the “MyBookList” portal (booklist.byu.edu) by one of the CLS student administrators each semester or term. As such, accurate information from you (e.g., author, title, publisher, and ISBN) is crucial. This will ensure accuracy and improve the classroom experience on the first day of class as your students arrive with

the correct course materials. As a teacher, you may request a free desk copy of the book(s) for your personal use. However, the books will remain the property of CLS and must be returned when you are no longer teaching for CLS.

The CLS student administrators can assist you with your textbook orders. *Textbook orders should be placed at least 2 months prior to the start of the semester or term.*

Records Management

Records management refers to how long you should keep your class documents and students' records. According to university policy, the following records should be kept for the time indicated:

- Challenge Exam Paper Copies: Give to the Instructional Programs Coordinator. Completed exams will be kept for 2 years. Incomplete exams will be kept for 5 years.
- Course enrollment summaries: These are kept online. You do not need to keep any paper copies.
- Course materials & outlines (including syllabi, course descriptions, original exams, and related documentation): One copy of syllabi, master copies of exams, course outlines, and course descriptions should be transferred to CLS. You should also make sure your Learning Suite course can be copied and that your syllabus is at syllabus.byu.edu.
- Coursework and administered exams that are not returned to students, including bubble sheets: These should be kept for one year and then shredded. If you

leave before the 1-year mark, please give these to the Instructional Programs Coordinator.

- Grades and grade changes: These records are available online. Shred and delete copies of these records 1 year after the end of the semester.

Syllabus

You need to prepare and post your course syllabus and class schedule to Learning Suite before the first day of class. The syllabus and class schedule should be as complete and accurate as possible and should include pertinent information such as office hours, required course materials, grading criteria, due dates for all assignments, and policy on attendance and tardiness. You need to include course learning outcomes in the syllabus. For requirements for your course, see Appendix I:

Learning Outcomes

Your course syllabus should address all aspects related to grading, including missed due dates and out-of-class cultural events. See the Class Instruction/Activities section of this document for more explanation on out-of-class cultural events.

Your syllabus should also include the following university policies verbatim:

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in their academic work. Academic honesty means that any work you present as your own must in

fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at (801) 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of sexual misconduct prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of sexual misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801)

422-8692. Reports may also be submitted through EthicsPoint at titleix.byu.edu/report or (888) 238-1062 (24 hours a day).

BYU offers confidential resources for those affected by sexual misconduct, including the university's Victim Advocate, as well as several non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and other resources can be found at titleix.byu.edu/report or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal

Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.”

The following statements are optional but strongly encouraged:

Statement on Belonging

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);
- We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12–27);
- Our interactions create and support an environment of belonging (Ephesians 2:19); and
- The full realization of each student’s divine potential is our central focus (BYU Mission Statement).

College of Humanities Statement on Respect and Equity

The BYU College of Humanities strives to become a community of spiritual, emotional, and intellectual maturity. All participants in classes offered by our college are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. As President Oaks has advised, "Followers of Christ should be examples of civility." In keeping with this guidance, class members should eschew insults and slurs of any variety; should engage openly and respectfully in dialogue with other members of the class, especially when discussing emotionally charged issues; and should refrain from making assumptions based on gender, economic status, race, ethnicity, sexual orientation, or other groupings. Let our classrooms be places where we follow President Nelson's call to "lead out in abandoning attitudes and actions of prejudice." Let us use sensitivity when discussing Church policies related to gender, in "ways that show empathy and understanding for everyone," in Elder Holland's words. In addition, please be careful to treat all instructors and teaching assistants with due respect for their position and qualifications (studies of Gender Bias in Student Evaluations suggest that students consistently evaluate instructors differently based on gender). We urge members of our community to embrace a professional ethic, and to recognize that all of God's children bring something unique and valuable to our collective experience.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Software

Most applications that BYU has licensed are available to employees, including office productivity suites, web and graphic applications, math and statistical programs and operating systems. A limited set of applications is available to students. Only active students and employees may access Software Distribution. Authentication is required using your Net ID and password.

To access available software applications, visit software.byu.edu.

- Zoom: Zoom is a BYU-supported video conferencing software that is free to you. Zoom is the most common method for online/blended course delivery at BYU. To access this product, visit zoom.byu.edu.
- Box: Box is an online storage system that is free to you as a BYU employee. Box is similar to Google Drive, but data is backed up on BYU servers. To access this product, visit box.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) at 2170 WSC or (801) 422-2767. Reasonable academic accommodations are reviewed for all students who have

qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at D-285 ASB or (801) 422-5895.

Students in Crisis

Faculty, TAs, and staff will often be the first to encounter a student who is in distress. Encouraging and helping the student to seek assistance with the appropriate campus and community resources is important. Counseling and Psychological Services (CAPS), a unit within the Counseling and Career Center, is a readily accessible point of contact for faculty, staff and students who are concerned about a distressed student.

As an instructor, you should never present yourself as a counselor or expert on mental health issues. You can listen to the student, express empathy, and direct them to the CAPS office.

For more information on how you can help visit <https://caps.byu.edu/for-faculty-and-staff>.

Student Ratings

“The Online Student Ratings system allows students to confidentially rate their BYU learning experience. Students are encouraged to provide feedback about their courses and instructors. After grades are submitted, reports of rating results are provided to BYU faculty and administrators. The student ratings are very important in helping instructors improve their teaching and in helping the University evaluate courses and faculty.” (Source: studentratings.byu.edu)

The Center for Language Studies may use your student evaluations as one metric of performance and evaluation.

TA Policy

Normally, instructors hired by CLS are expected to fulfill their duties independently and successfully as outlined in the job description. However, in some circumstances, instructors may request a teaching assistant (TA) to help them with their regular teaching duties. TAs must be preapproved by the Associate Director and hired by the Assistant Director *before* any work is performed. TAs are not hired to take the place of the instructor in carrying out normal teaching responsibilities. Hiring a TA may be approved due to situations such as high enrollment or personal circumstances that require additional assistance (health-related issues, family emergencies, etc.)

Below are examples of activities that TAs normally participate in:

- Copying and distributing classroom materials
- Taking attendance and returning assignments
- Providing instructors with technology assistance as needed
- Clarifying course material (i.e., proposed TA has already taken the course or has sufficient knowledge to answer student questions)
- Supporting instructor with Learning Suite (announcements, grades, calendar, etc.)
- Providing additional support to individual students and small groups per instructor request

NOTE: TAs should only attend class if they have meaningful responsibilities during that time. TAs are not paid to do personal activities while sitting in class.

All TA requests should be e-mailed to the Instructional Programs/ASL Coordinators, who will send you a form to communicate the following information:

- Student name and contact information
- Student's qualifications (i.e., language proficiency, course completion, experience, etc.)
- Proposed TA duties
- Proposed weekly hours (see guidelines below)

Normally, approved TAs are hired for the following weekly hours, based on class enrollment:

- 10 student enrollments: 5 hours/week

- 11-15 student enrollment: 6-7 hours/week
- 15+ student enrollments: hours/week will be decided on a case-by-case basis

All TA requests *must* be submitted to the Instructional Programs/ASL Coordinators by the add/drop deadline. Those submitted after this deadline will most likely not be approved.

Technology Support

The College of Humanities has a team of students and professionals that can assist you with your technology questions and problems. You can contact the Computing Support team at humhelp@byu.edu or 801-422-2600.

UNIVERSITY ACADEMIC POLICIES

Whether on or off campus or between semesters, all students are expected to abide by the Honor Code, which includes (a) the Academic Honesty Policy, (b) the Dress and Grooming Standards, and (c) the applicable Residential Living Standards. Students are required to be in good Honor Code standing to graduate.

Honor Code

(Source: catalog.byu.edu)

Academic Honesty Policy:

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Dress and Grooming Standards:

Men:

A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, revealing, or form-fitting. Shorts must be knee-length or longer. Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar, leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, mustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean-shaven; beards are not acceptable. Earrings and other body piercing are not acceptable. Shoes should be worn in all public campus areas.

Women:

A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing; has slits above the knee; or is form-fitting. Dresses, skirts, and shorts must be knee-length or longer. Hairstyles should be clean and neat, avoiding extremes in styles or colors. Excessive ear piercing (more than one per ear) and all other body piercing are not acceptable. Shoes should be worn in all public campus areas.

Residential Living Standards:

Brigham Young University is committed to providing a learning atmosphere consistent with the principles of the Church. The university is likewise committed to creating such an atmosphere for students residing on and off campus and between semesters. To achieve this, BYU has established living standards to help students learn some of the high ideals and principles of behavior expected at Brigham Young University. See honorcode.byu.edu/policies for more specific information about housing standards.

Copyright

The Copyright Licensing Office (CLO) assists faculty, staff, and students at Brigham Young University with the many facets of copyright. Their website, copyright.byu.edu, includes an online tutorial covering the basics of copyright, fair use evaluation assistance, tools for obtaining permission to use copyright-protected materials, and the official university copyright policy. Below is an email message sent to all faculty and staff from the university's General Counsel:

With the recent reports of legal action against college students involving acts of copyright infringement by use of file sharing or other peer-to-peer technologies, please remember that duplication, distribution, performance (playing), adaptation, or

display of another's copyrighted work without permission is illegal.

Activities such as uploading or downloading illegal copies of text, movies, games, computer software, and music (or any other material protected by copyright) may incur legal consequences for both the individuals involved and the university.

The Copyright Licensing Office is here to help you avoid the severe consequences of copyright violations, which can include affecting your status at the university or if a repeat offender, having your university computer privileges terminated. The Copyright Licensing Office can furnish university policies and information resources to assist you in answering copyright questions. As you consider using the copyrighted works of others, you are encouraged to consult with the BYU Copyright Licensing Office staff at 3760 HBL; by phone at 801-422-9339; or by email to copyright@byu.edu. The Office of General Counsel may also be contacted at B-350 ASB or by calling 801-422-6727. Additional copyright information is found at copyright.byu.edu.

University Services

1. University Testing Center

Note: Most of your final exams take place in your classroom, not the University Testing Center.

The Testing Center has launched a new online test-scheduling tool. You must schedule a test *at least* three days before it is

supposed to start. To schedule your test, you may contact the main testing center office at (801) 422-6147 or send an email to testing@byu.edu. We recommend that you schedule your tests early in the semester, as days do fill up. Detailed information on test scheduling, center policies, and procedures can be found online at testing.byu.edu.

2. Humanities Learning Resource Center (HLRC)

The HLRC (1163 JFSB) provides technical and research support to faculty and students in the College of Humanities. Use of the facilities in the HLR, including audio, video, and computer capabilities, is free. A nominal fee is charged for tape duplication.

Access to facilities in the HLRC is available to all university students who wish to upgrade their language skills or to complete assignments for classes within the College of Humanities. No food or drink is allowed in the HLRC, and the area should not be used to socialize.

The following policies govern student use of the computer labs in the HLRC:

- Access to the HLRC computer labs is limited to students who are in approved classes or working on approved projects.

The computers are to be used for approved projects only. Any personal use, e.g., games, student papers (other than for the class or work assignments), personal word processing, etc.,

should not take place. Violations may result in loss of lab privileges. Any use of lab computers in violation of the Honor Code may result in university suspension.

APPENDICES

Appendix I: Mission Statement

Appendix II: Expectations for Student Instructors

Appendix III: Learning Outcomes

Appendix IV: Letter Grades

APPENDIX I: Mission Statement

The Center for Language Studies

2 June 2009

Mission

“The Center for Language Studies helps learners acquire the advanced language and cultural skills they need for their personal enrichment and for global careers in any of the University’s academic disciplines.”

Motivation

In pursuing the CLS mission, we are motivated by a conviction that:

1. Advanced language learning brings advanced cultural insights, increases global understanding, and reveals the limitations of any monolingual view of the world.
2. Knowledge of more than one language increases language awareness and sensitivity, promotes life-long learning, and is a hallmark of the educated person.
3. The second language skills of BYU’s faculty and students are at “core BYU competency.” *
 - They provide students with “access to a wide variety of markets.”
 - They “make a significant contribution to the perceived customer benefits” of hiring BYU graduates.

- They would “be difficult for competitors [other universities] to imitate.”

Functions and Goals

CLS provides strategic planning and assessment services for the College of Humanities, oversees special-purpose language resource centers, supports 12 departmental major and minor language programs, and regularly offers instruction in 46 additional languages. CLS’s goals can be grouped into four functional areas.

- Providing Instruction. CLS’s instructional goals are to:
- Provide students with the professional language skills, cultural knowledge, and ethical standards required for global careers and worldwide service—regardless of their major field of study.
- Offer professional development and graduate study options that will prepare professional language educators to teach, conduct research, develop curricula, create tests, and manage second-language programs.
- Increase the language and cultural awareness of all BYU students.
- Raise the general public’s awareness of the value of second-language skills.
- Assessing Progress. CLS’s assessment goals are to:
- Create a culture of assessment, reflection, and innovation.
- Improve language programs through data-driven decision making.
- Conducting Research. CLS’s research goals are to:

- Link linguistic theories to pedagogical strategies.
- Engage in scholarly research on language teaching, learning, and testing.
- Use research results to enhance instructional practices and learning behaviors.
- Developing Curricula. CLS's curricular goals are to:
- Develop the curricula, tests, and technologies needed to support CLS's instructional, assessment, and research goals.
- Coordinate and collaborate with other national development projects to accomplish more than would be possible with CLS's resources alone.

*"The Core Competence of the Corporation," C.K. Prahalad and Gary Hamel in *Harvard Business Review*. May-June 1990, p 83.

Center for Language Studies, 3086 JFSB

Brigham Young University

Provo, UT 84602

CLS@BYU.edu

APPENDIX II: Expectations for Student Instructors

CLS has an occasional need to hire student instructors to teach classes in languages of importance for both domestic and international careers. In hiring teachers for these less commonly taught languages, CLS strives to find teachers with the academic credentials, subject matter expertise, and teaching experience that satisfy as many of the following criteria as possible.

1. Academic degrees in the language to be taught. *
2. Sufficient proficiency in the target language to teach upper-division courses that will be attended by heritage speakers and other students who have had extensive experience using the target language.
3. Sufficient proficiency in English to:
 - Teach the target language effectively to English-speaking students.
 - Counsel and motivate the students.
 - Benefit from professional development workshops.
 - Communicate professionally with peers, supervisors, and others outside of the university.
4. An adequate understanding of Second Language Education theory, contrastive linguistics, and language-teaching pedagogy to develop curriculum materials and to plan lesson activities in languages where commercially published textbooks and instructional materials are seldom available.
5. Knowledge of language proficiency assessment criteria and the testing procedures needed to assign grades to students accurately.

6. Successful experience teaching the target language to speakers of other languages.

*Note: Given the current reality that U.S. colleges offer neither graduate nor undergraduate degrees in most of these less commonly taught languages, the Center is regularly forced to hire teachers from an applicant pool where none of those applying meet all the desired criteria. In those situations, demonstrated abilities in criteria 2 through 6 can be more critical in the selection process than criterion 1—especially when the applicant’s academic degrees are not related to the teaching of the target language.

APPENDIX III: Learning Outcomes

Learning Outcomes for your course can be found at
<https://learningoutcomes.byu.edu/>

If the learning outcomes for your course cannot be found,
please contact the CLS Assistant Director.

APPENDIX IV: Letter Grades

Calculating grades: Use the table below when determining the relationship between scored items and letter grades:

	From	To
A	93%	100%
A-	90%	92%
B+	87%	89%
B	83%	86%
B-	80%	82%
C+	77%	79%
C	73%	76%
C-	70%	72%
D+	67%	69%
D	63%	66%
D-	60%	62%

Using rubrics: When you ask students to **create** using the target language, and you want to grade or score what they create, a rubric can be very helpful. There are usually many

"correct" answers for items like compositions (even short ones), presentations, conversations, and projects. These kinds of items are best graded or scored using a rubric.

A rubric describes the language performance you expect at each level. See Dr. Knell for examples. A rubric helps you grade consistently and helps students understand your expectations and the logic you used to assign a grade or score.

Combining letter grades with percentage scores: If you assign letter grades on some items and percentage scores on others, you can combine the two systems by converting the letter grade to a percentage score using the above table.

Statement from the BYU Undergraduate Catalog:

"The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. The following adjectives indicate the meaning of the letter grades:

- A Excellent
- B Good
- C Satisfactory
- D Minimum passing
- E Failure

Hence, the grade "A" means that the student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class."

Help: For help in writing rubrics or calculating grades, contact Ellen Knell, 422-3253, ellen_knell@byu.edu or Dave Nielsen, 422-9395, davenielsen@byu.edu.