



Intensive English Institute  
Student Handbook 2021-2022



*The Intensive English Institute is accredited by the Commission on English Language Program Accreditation for the period August 2018 through August 2027 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 North Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, [www.cea-accredit.org](http://www.cea-accredit.org).*

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## **Welcome to Ball State University's Intensive English Institute (IEI)**

We hope you are excited about being here. We look forward to helping you achieve your academic goals and making your time here as productive and enjoyable as possible.

This student handbook is a valuable source of information to help you with many of the questions, problems, or concerns you might have while you study at the IEI.

Of course, at any time, if you cannot find the information you need in this handbook, you can always get help from our experienced administrators or faculty members. All of our instructors and staff members are committed to helping you to learn English and to prepare you for academic challenges in the future.

Most of our faculty members have experience living abroad, so we understand many of the challenges you may face —especially in an intensive and rigorous language program. We will do our best to help you achieve your goals.

Although you will be busy with classes and homework, you will be part of a vibrant community. There is always something fun and interesting to do on the BSU campus! We encourage you to exercise at the gym, visit the museum and planetarium, or enjoy a weekend movie or performance. Check your BSU email and keep your eyes open for announcements about upcoming special events.

Whether you are beginning in our foundation classes, are here just for one session in our Academic Bridge Program, or are somewhere in between, we wish only the best for you.

Sincerely,

IEI Admin, Faculty, and Staff

# Introduction to the Intensive English Institute

## The IEI Mission

The mission of the Intensive English Institute (IEI) is twofold, with both elements having equal importance. One goal is to facilitate international students' progress in English proficiency and the knowledge of US culture necessary for success in academic coursework in the United States. The IEI aids students in the acquisition of English in order for students to begin their coursework as soon as possible.

Our second purpose is to encourage the development and research of best practices in the area of language teaching and learning. Therefore, participation in classroom-based research, inquiry, and reflection is encouraged for all IEI faculty. Additionally, the IEI provides university students in appropriately related graduate programs opportunities for hands-on teaching experience and practical training in a supportive environment.

## Accreditation

The Intensive English Institute is accredited by the Commission on English Language Program Accreditation (CEA) for the period August 2018 through August 2027 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a national accrediting agency. For further information about this accreditation, please contact the Commission on English Language Program Accreditation, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, [www.cea-accredit.org](http://www.cea-accredit.org).

## Location of the IEI

The IEI offices are in the Robert Bell (we call this building RB) building on the third floor. The main office is room 353. Also, all the IEI instructors have their offices on the third floor. The IEI Tutoring Center is also on the third floor in RB 359.

Administrators, Faculty, and Staff

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## **Admission to the IEI**

### [International Admissions](#)

#### **IEI Only**

Students who only want to take IEI courses may apply to the IEI through this application [here](#). Choose the undergraduate link.

This student would study only in the IEI and not take any other courses in an academic program.

#### **Academic Bridge**

Students who provide an approved English language proficiency test score, may be admitted into the IEI Academic Bridge Program. The student would use the international student application process found [here](#). Choose the undergraduate or graduate link depending on the desired degree.

Academic Bridge students must meet the following English proficiency requirements for the IEI Academic Bridge Program:

Duolingo English Test score of 100 or 105

TOEFL ibt score of 75-78; Ball State also accepts MyBest TOEFL scores

IELTS score of 6.0

Pearson PTE score of 51-52

#### **Conditional Admission**

If an undergraduate student has been admitted to Ball State University, but the student has not submitted Duolingo English Test, TOEFL, PTE, or IELTS scores, or the score has not reached a high enough level of English proficiency, that student is automatically considered for conditional admission. More information on conditional admission for undergraduate students can be found [here](#).

Information on conditional admission for graduate students can be found [here](#).

#### **Student Status**

Student status in the IEI is determined by a number of factors including but not limited to admission status, sponsor requirements, and what semester of the year it is. Students may not change their status with the IEI without permission from the International Academic Student Advisor in RCIP and the IEI Director.

#### **F1 and J1 Visa Holders**

US Immigration requires that students studying in the US on an F1 or J1 Visa maintain full-time status every semester they are studying. For the IEI, that means students must be enrolled in all six courses for each of their levels in the IEI, in each session. Students are required to stay enrolled as full-time students for the entire semester.



If students do not enroll in the needed classes, their immigration documents will be cancelled, and they will need to leave the USA immediately. Students need to visit the Rinker Center for International Programs (RCIP) for assistance with their visa needs before leaving the United States and when they return to BSU.

### **Full-time students**

IEI full-time students are required to take 5 courses in the IEI. These students may be IEI-only students or conditionally admitted. These students are in levels 1 to 5. Full-time level 6 is offered in Sessions 2 and 4 only.

Students in levels 1-5 are required to take all five courses; in other words, they must be enrolled in full-time IEI study for Sessions 1-4 (fall and spring semester). Session 5 (summer session) is optional for most students (visa requirements may necessitate enrollment). The prefix for full-time courses in Sessions 1, 3, and 5 is “IEI”; the prefix for full-time courses in Sessions 2 and 4 is “ENIE.” Students who begin level 6 in sessions 2 and 4 will also be full-time study.

By choosing to be enrolled full-time in the IEI, the student will continue to receive the reduced IEI tuition rate. However, the student must continue to be enrolled in five IEI courses for each session in the semester. This may require the student to take additional courses for part or all of a session, or the student may be required to take courses that he/she has already passed or placed out of. If this is the case, then the student must pass the course again in order to be released from the IEI at the end of the semester.

### **Full-time and IEI-only policies**

Full-time level 6 is only offered in Sessions 2 and 4. Students admitted into IEI-only may need to repeat level 5 if full-time level 6 is not offered in the session they are eligible to take level 6. IEI only students are not conditionally admitted and therefore, cannot take any academic courses until they are admitted into the Academic Bridge program. An IEI-only student may be admitted into the Academic Bridge Program during session 1 and 3 if the student has successfully completed level 5. If the student would begin level 6 in sessions 2 and 4, the student must complete level 5 again and pass level 5 again.

If the IEI offers a summer session, full-time Level 6 students are not allowed to take academic courses in Ball State’s Summer Session 2.

### **Academic Bridge**

Academic Bridge students are in level 6 and conditionally admitted. These students would take some classes in the IEI and some classes in their academic program.

### **Academic Bridge Program qualifications**

Students are eligible for the academic bridge program if they meet the following three requirements: they have been conditionally admitted, they have been approved by RCIP, and the IEI-Academic Bridge program is available.

## Academic Bridge Program policies

Students can only begin the academic bridge program in Sessions 1 and 3.  
Students would be in the academic bridge program for at least two sessions.  
Students must pass all 5 of the level 6 courses to be fully released from the IEI. Students may need to repeat certain courses in the IEI while also taking academic courses.  
Students should complete the IEI Academic Bridge Program within a 12-month period.  
Extensions may be granted for one additional semester due to extraordinary circumstances.  
Students may only take academic courses after 12:50 p.m.  
Students should not take English 101, 102, 103, or 104 before successfully completing level 6 writing.  
Students will need to be available for the IEI final exams. The IEI final exam times and dates will take precedence over your academic classes. The student should discuss with their academic advisor if there is a time conflict with their academic courses.  
The Academic Bridge student's first priority is to successfully complete the IEI courses.  
The Academic Bridge Program is not offered in the summer session.

## Academic Bridge Program enrollment policy

IEI Academic Bridge Program students must enroll in a full course of study each semester of the program unless authorized for a reduced course load in advance by an International Student from the Rinker Center for International Programs. The minimum number of total credits required per term in the IEI Academic Bridge Program will remain at 12 credit hours for undergraduate Bridge students and 9 credit hours for graduate Bridge students. Graduate students taking Level 6 IEI courses would take no more than 3 academic credits.

Bridge students will not receive reduced tuition for IEI courses. They will need to fill out an Alternate Study Form. Please note that the IEI-Academic Bridge programs are offered starting in session 1 (August) and session 3 (January), not in the summer.

## **Registration**

In order to attend IEI classes, students must register using the Self-Service Banner found at <http://my.bsu.edu/>. Registration times and access information are often unique for various groups. Students on academic probation will receive their registration information when they meet with the Director.

All returning students enrolled in Levels 1-6 are expected to register themselves.

### **Level 1 to Level 6 Full-time Students**

Students are required to register by 12 p.m. (noon) on Wednesday, the first day of IEI classes. An email from the IEI will be sent to your BSU email account with information on how to register and what classes to register. Follow the instructions given in the email. It is your responsibility to take care of all of your BSU holds before you can register. If you have a problem, seek help from your IEI advisor. Unregistered students will not be allowed in class.

Classes begin at noon (12:00 pm) on the first Tuesday or Wednesday of the first week in each session.

## **Level 6 Academic Bridge Students**

Follow all of the registration instructions below for Level 1 to Level 6 full-time students. However, you may only register for academic classes that are offered after 12:50 p.m.

### Level 6 Students Repeating a Course

Follow all of the instructions below for Level 1 to Level 6 full-time students. In addition, if there is a conflict with an academic course before 1:00 p.m., you are required to drop that academic course and add your IEI course.

### Specific Registration Instructions (for IEI Level 1 to Level 6 full-time students)

Try to register before 10 a.m. on the Monday before classes begin. To register for your IEI class, please go online to <http://my.bsu.edu/>.

From there, you will login and follow the steps below:

Click on Self Service (SSB)

Click on Student

Click on Registration

Click on Course Add/Drop/Withdrawal

Select a Term (for example, Fall 2020)

Click Submit

Scroll down to Add CRN(s) in the boxes on the Worksheet

Submit Changes

If you have either of the following problems, please call the registrar at (765) 285-1722:

1. Need alternate pin

2. Maximum credit hours exceeded

- If you have holds (bursar and/or health center), you will need to take care of those
- in order to successfully register. If you do not register by 12 p.m. (noon) on Wednesday, the first day of IEI classes, you might not be able to attend classes for the session.
- If you have an IEI registration hold, please email us at [iei@bsu.edu](mailto:iei@bsu.edu).
- Contact your IEI advisor by noon (12 p.m.) on Monday of the first week of BSU classes to report any registration problems that are beyond your control.
- A list of Holds can be found [here](#).
- The IEI will place a hold on your account for the following reasons:
  - Student has not taken the placement test.
  - Students are awaiting final placement into a new level.
  - Students have not met with their advisor.

Please contact the IEI if you have any questions about IEI holds on your account.

- You may also have holds from International Services, the Health Center, or Student Financial Services.

## **Dropping a Course**

No full-time IEI student is allowed to drop a course.

Academic Bridge IEI students may drop a non-IEI course if the following requirements are met:

- The student has met with their academic advisor, and the academic advisor agrees that it is a good idea.
- The student has met with their international student advisor to ensure that they will still be registered for enough credits to maintain full-time student status (for visa purposes).

IEI students repeating a level 6 course may not drop any IEI courses because IEI students are required to complete all IEI courses in order to be released from the IEI. If IEI students required to repeat a level 6 course do drop an IEI course, they will have problems registering for the next semester.

Students who have not been fully released from IEI coursework cannot enroll in BSU coursework without concurrent IEI course enrollment. IEI students enrolled in online academic BSU coursework cannot drop or withdraw from IEI courses and maintain their active enrollment status.

Summer IEI enrollment is optional if the session is offered which allows any IEI student to drop or withdraw from summer IEI or non-IEI courses.

## **Withdrawing from Courses and the University**

If you wish to cancel your courses or withdraw from them, make an appointment with an international student advisor at the Rinker Center AND follow the instructions outlined at the following link:

[Cancellation and Complete Withdrawal Information](#)

In addition, inform your instructors and IEI advisor when you have withdrawn.

## **Structure of the Program**

### **Instruction in the IEI**

The IEI has qualified faculty that teach the IEI courses. Each faculty member has a master's degree or higher in TESOL or a related field. The faculty members' goal is the same as the students' goal – to help them begin their academic coursework, in their major fields of study, as soon as possible. The IEI instructors come from all over the world and have experience helping students to learn English.

## **IEI Advisors**

You will be assigned an IEI advisor. This advisor can assist you with questions you may have about your courses in the IEI. Please reach out to your advisor or any member of the administration team if you have questions.

## **Other Advisors**

International student advisors are in RCIP. RCIP is located in the Student Center, Room 102. International student advisors will help with any issues that are not related to IEI academic issues, for example, immigration and sponsor-related issues and documents.

Students in the Academic Bridge program are assigned academic advisor and an IEI advisor. The academic advisor will give specific academic program advice. The academic advisor will continue assisting the student once the student is fully released from the IEI.

## **Curriculum Overview**

Every new student takes a placement exam. This exam is the Duolingo English Test. You are encouraged to take this test before you come to campus. It is free for you to take. The IEI uses the placement test results to put students in one of the IEI's six levels. The beginning level is level 1 (beginning English), and the final level is level 6 (advanced, academic English).

Every level in the IEI must be passed to complete the IEI. From the beginning levels of 1 and to the end of level 6, each level builds on the others and provides academic work that prepares the student for academic coursework. These courses are for students ready to learn advanced English to study at a university.

In each level, students take five courses. Each IEI course is categorized as either Core or Complementary. The Core courses are Writing, Reading, Listening, and Speaking. The Complementary class is Grammar. All courses rely heavily on student's interacting in English. Core and Complementary courses are equally important in the IEI and share the same expectation for maintaining a standard of excellence. The only difference is that the final score for Complementary courses is derived solely from work done in the class, and the final score for Core courses is derived from a combination of the in-class grade and the departmental final exam grade.

### **Level 1**

This is a beginner level that focuses on continuing to teach students skills necessary to function in an English-speaking environment, but it also provides an introduction to basic academic foundations. Students will improve their fluency and continue to build their communicative skills, becoming more expressive and able to function in the target language.

#### 111: Level 1 Writing

This course focuses on advancing students' ability to express their thoughts and inquiries in written form by using added tenses and learning about sentence variety. Students will also develop the ability to appropriately use basic electronic written communication in the target language. Finally, students will begin pre-development of research skills by being encouraged through writing exercises to ask questions of interest and to label sources of information.

#### 112: Level 1 Grammar

This course continues to introduce basic grammatical rules. Students continue to master simple verb tenses, basic parts of speech, simple sentences and adverb/adjective use. Students also continue to learn how to ask and respond to questions appropriately. Students are introduced to producing compound and complex sentences and the future tense.

#### 113: Level 1 Reading

This course is designed to help students develop reading and vocabulary skills. The topics in this course are real-world academic topics. Students will improve their reading comprehension, acquire dictionary skills to build vocabulary, and develop visual literacy.

#### 114: Level 1 Oral Communication

This class is designed to enhance students' speaking skills along with the other language skills. Among other things, students will be able to introduce themselves and others, respond appropriately to common classroom directives, and report (orally or in writing) events using more than 10 sentences.

#### 115: Extensive Reading and Keyboarding II

This course focuses on increasing reading fluency and students' typing speed. Depending on the abilities of the students, the course can work on reading for enjoyment as well as comprehension and overall understanding, with the aid of two abridged readers.

### **Level 2**

While previous levels introduced students to information necessary to function in an English-speaking environment, this level explores the topic of U.S. culture in general and provides a more in-depth exploration of university culture.

#### 121: Level 2 Writing

This course teaches students to identify and write the following types of paragraphs: definition, process, description, and opinion. Each of the writings should include all of the elements of a paragraph (i.e. topic sentence, supporting sentences and concluding sentence). They should also demonstrate correct spelling, accurate grammar (correctly using grammar from Levels F-2), and a variety of sentence structures.

#### 122: Level 2 Grammar

This course introduces more complex concepts of English grammar, such as additional verb tenses, modals, phrasal verbs, and prepositions. At this level, there is a particular emphasis on collaboration with the Oral Communication instructor in terms of using modals.

#### 123: Level 2 Reading

This course focuses on increasing students' overall reading proficiency through reading practice of authentic and leveled texts. Students will also develop basic reading strategies such as using context and inflections in order to increase overall comprehension of a text and build on prior knowledge of a topic when reading.

#### 124: Level 2 Oral Communication

Students learn about general cultural behaviors, beliefs, and expectations in the U.S. The purpose of this course is to guide students in becoming more familiar with and comfortable in a new culture and to aid them in becoming integral participants.

#### 125: Extensive Listening I

The purpose of this course is to introduce students to academic listening skills. This is the students' first introduction to academic lectures and notetaking. Students are expected to not only listen accurately but convey their understanding in grammatically accurate English (spoken and written).

### **Level 3**

Level 3 continues to introduce students to the skills necessary for success in the U.S. classroom. Students begin to learn about the importance of research and its place in supporting both written and spoken academic discourse. Instructors should be aware that many students will struggle with appropriately incorporating the ideas of others into their own work, and instructors should assist with this struggle in all skills.

#### 131: Level 3 Writing

Level 3 Writing is the introduction to the academic essay. Students learn the basic features of an essay and write two essay types: compare/contrast and (critical) reaction. Students are expected to acquire more than a basic understanding of intellectual property as they learn to use sources.

#### 132: Level 3 Grammar

In this course students will review grammar features covered in the previous levels as well as learn more advanced structures, such as the future conditional, relative clauses, and additional preposition use. Students develop mastery in the production of the tense-aspect system of English, paying particular attention to present perfect and present perfect progressive.

#### 133: Level 3 Reading

This course focuses on improving reading fluency through reading an abridged reader. Students will use prior knowledge and comprehension strategies to understand meaning and join in the conversation of the topic.

#### 134: Level 3 Oral Communication

This course is a communicative speaking/listening course that focuses on higher-level usage of conversational skills such as interviewing and formal group discussions. Pragmatic issues such as politeness, especially in agreement and disagreement, are key outcomes of the course. This course reinforces many skills from other classes.

### 135: Extensive Listening II

The purpose of this course is to continue to develop students' academic listening and notetaking skills. Students are expected to not only listen accurately but convey their understanding in grammatically accurate English (spoken and written).

## **Level 4**

A particular focus of this level is critical thinking skills. While students have learned about critical thinking in previous levels, this level increases the reading and writing difficulty, focusing on textual analysis, and reinforces this with other skills areas. This level can be challenging as many students struggle with critical thinking and questioning in the classroom.

### 141: Level 4 Writing

This course provides students with the strategies and skills needed to write and edit a cause-and-effect essay and a longer persuasive paper. The focus of this class is on critical thinking and joining an existing conversation in the literature. In addition, students are asked to write frequent shorter writing assignments ("micro-process" writings) using a variety of media.

### 142: Level 4 Grammar

This course focuses on grammatical features including the past perfect, relative clauses, passive voice, and real conditionals. Students continue to build on previous knowledge from earlier levels and work toward a richer understanding of the English language in order to use the previous grammar rules in a meaningful way.

### 143: Reading

This course focuses on improving reading fluency through reading one or more authentic texts about an aspect of American culture. The instructor should introduce reading skills to analyze, evaluate, and demonstrate a holistic understanding of the text. Students may struggle with critical thinking skills, so instructors should model strategies.

### 144: Level 4 Speaking

In this course, students continue to learn and master the skills of participating in and leading academic classroom discussions in a culturally and pragmatically appropriate way. This is the last course to explicitly focus on these skills, so students should be confident in their discussion skills before completion of the course. Additionally, there is a focus on improving pronunciation.

### 145: Level 4 Listening

This listening class continues to focus on academic lectures and the necessary skills to comprehend their content. Students learn to use their notes to successfully answer both detail-level and "big-picture" comprehension questions about a lecture.

## **Level 5**

In this level, students continue to focus on critical thinking in all skills. Students are also stretching their skills to accommodate common lengths in an academic classroom. The focus is on lengthening reading texts and listening to longer passages.



In levels 5 and 6, graduate students and undergraduate students may be placed in separate cohorts and use syllabi with slightly different outcomes and, in some skills, different textbooks.

#### 151: Level 5 Writing

The primary goal is for students to write essays that contribute to an existing conversation in a meaningful way. The three short essays that comprise the major assignments of this course ask students to think critically about an issue and ultimately support a claim about that issue. In addition, students are asked to write frequent, shorter writing assignments using a variety of media.

#### 152: Level 5 Grammar

Students will build on their knowledge of previously learned structures and add more complex grammatical features such as direct and indirect speech, unreal conditionals, and modals of prediction and inference.

#### 153: Reading

This course focuses on improving fluency and comprehension by reading an authentic novel and comparing it to related texts. Students should analyze, evaluate and offer new ideas to those presented in the book. The instructor should emphasize the importance of comprehension, discussion skills, and how to make informed text comparisons.

#### 154: Level 5 Speaking

This course focuses on creating and delivering academic presentations. Students learn about delivery and presentation skills as well as focus on creating strong content. Students often struggle with using sources appropriately while giving a presentation, even more so than when writing an academic essay. Another area of difficulty can be using a persuasive tone while giving a presentation. In addition to the presentation focus, there is a pronunciation element in the class.

#### 155: Level 5 Listening

The purpose of this course is to continue preparing students to comprehend academic discourse. The course reinforces overall listening skills developed in Level 4, and it also introduces students to the abstract thinking skills that they need to comprehend and analyze arguments presented in lectures, TED Talks, and documentaries. Students will also be expected to understand a lecture after hearing it only once.

### **Level 6**

The purpose of this level is to provide final preparation for students for academic classes. By the end of the level, they should be able to take notes and participate in an academic classroom, as well as read any assigned text or complete any type of assigned writing. This level can be challenging, as instructors must make sure that students are up to the standard of an academic class before allowing them to pass the level.

#### 161: Level 6 Writing

In this course students learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized research-driven

argumentative academic essay of approximately 1,200-1,500 words. Students will use library databases to search for sources, identify a research topic of their own, and create an annotated bibliography. All of this work culminates in the writing of an argumentative academic essay.

#### 162: Level 6 Grammar

At this point students should be familiar with most grammatical structures. The goal of this class is for students to use the language in real life practice. Level 6 Grammar is an opportunity for students to self-edit and learn from their own grammatical mistakes. Students accomplish this through authentic writing and speaking activities and assignments as well as through discussions that focus on the nuance of language choice.

#### 163: Reading

This course focuses on improving reading fluency and comprehension through reading a BSU selected freshman reader or similar text. The instructor will expect students to demonstrate a deep level of comprehension, to discuss the text at an academic level, and to make informed text comparisons.

#### 164: Level 6 Speaking

The focus of this course is on both debate and pronunciation. The purpose of debate in this course is to help students develop critical argumentative and thinking skills. Instructors should be aware that students often struggle with appropriately incorporating sources into their arguments and in maintaining strong arguments based on those of the other side. Students are also encouraged to become aware of their own pronunciation difficulties and set their own goals for pronunciation improvement.

#### 165: Level 6 Listening

The purpose of this course is to provide instruction in advanced listening comprehension. The ability to take efficient and accurate notes of an academic lecture and use those notes to answer comprehension questions is a fundamental course outcome.

Each course meets for 4 hours every week. Full-time IEI students have 20 hours of class every week. A student receives 1.5 nontransferable BSU credit hours for each course. Successfully completing an IEI level will result in an IEI grade of “Credit” (CR) for each course.” When a student fails an IEI level, the student receives an IEI grade of “No Credit” (NC) for each course. Credits earned for IEI courses do not count toward a student’s degree program and are not included in grade point average calculations at Ball State University. IEI credits allow students to become regular Ball State students after mastering the language skills necessary for academic study.

### **IEI Course Numbers**

The course numbers in the IEI begin with a prefix IEI, ENIE, ENEF. Then, there are 3 digits (or numbers) in each course number. The first number for all classes is ‘1’. The second number is the level. This will be the same for all courses a student is taking in one session. A student in level 1 will have all courses that are 11X. A student in level 5 will have all courses that are 15X.

2nd digit-Level:

1	Level 1
2	Level 2
3	Level 3
4	Level 4
5	Level 5
6	Level 6

The third digit is for the class type or the skill that on the class focuses on. This is the same across all levels:

XX1 - Writing classes

XX2 - Grammar classes

XX3 - Reading classes

XX4 - Speaking classes

XX5 – Listening classes

Examples: ENIEI 152 = Level 5 Grammar  
ENIEI 141 = Level 4 Writing  
ENIEI 133 = Level 3 Reading

## **Textbooks**

Students are required to obtain a textbook for most IEI courses by the end of the first week in any session. Some teachers may penalize students for not obtaining the book in time.

Students can buy the textbooks at the campus bookstore. This bookstore is near the Atrium in the Arts and Journalism building. There are also other bookstores in the Village. These bookstores may also have IEI textbooks. Finally, students can buy textbooks online. If students buy their textbook online from a website such as Amazon.com, they may save a lot of money. However, it can take a long time for the book(s) to arrive. The instructor will not wait for the students' book(s) to arrive. If students choose to purchase books online, then they must find a way to make sure they can still do their work while they wait for the book to arrive.

Students can also buy used textbooks. That means that students can buy a copy of a book that someone else has already owned and sold back to the bookstore or sold on Amazon.com. However, students cannot buy a used textbook if it is a workbook. If a book has the answers written in it already, then students cannot buy it. Students will have to find a different book. Students should be careful of this when buying used textbooks.

## **Technology**

### **Wireless**

Ball State University is committed to maintaining a wireless campus, so if a student has a laptop of his own it will be able to wirelessly access the Internet from any point on campus. Students will use their Ball State ID to log on to the system.

## **Email**

Ball State University gives every student a Ball State email address. Ball State email addresses look like this: studentname@bsu.edu. Students should remember their email addresses and passwords. It is the student's responsibility to remember this information. It is also the student's responsibility to check his Ball State email address at least once a day. The IEI and the university will send important messages to the Ball State email addresses. The IEI will not send emails to any other email address. Students should use only their Ball State email address to send emails to their instructors or anyone in the IEI.

## **OneDrive**

Unlimited online storage through your Microsoft Office 365 account while you're a Ball State student or employee.

## **Canvas**

Canvas is an online tool for teachers and students to help with course management. Some teachers will set up a Canvas site for their IEI classes. This is a place for online discussion, file sharing and submission of course work. Many courses at Ball State utilize this program, so it is important to spend some time becoming familiar with the way it works. Unregistered students do not have access to Canvas.

## **Emergency alerts**

Here at Ball State University, urgent and important information is communicated electronically. You must check your Ball State e-mail regularly. When there is an immediate and time-sensitive threat to the campus community, emergency notifications are sent simultaneously via the Ball State Web site, e-mail, campus voice mail, and mobile text messaging (to those who subscribe). For example, if classes need to be cancelled due to severe weather, you will be informed in an e-mail. Sign up here:

<https://apps.bsu.edu/Login/Login.aspx?ReturnUrl=%2fEmergencyText%2fManageSubscription%2fDefault.aspx>

## **HelpDesk**

The BSU HelpDesk can assist you with many issues that need technology support.

## **Assessment**

### **Placement Testing**

The IEI uses Duolingo English Test (DET) to determine the placement level of the student. The IEI reviews the overall score on the DET as well as the subscores to place students in levels 1-5. Initial Placement

Students will be provided with a coupon code through email as soon as they are admitted. Students are highly encouraged to take the DET before arriving on campus. However, if students do not take the DET before arrival, students will take the test during the week before classes start every session. The test is mandatory for all new students who have not submitted an appropriate TOEFL, IELTS, Duolingo English Test, or Pearson score to International Admissions.

### Placement after Taking a Break from the IEI

If a student leaves the IEI for two (2) consecutive sessions, the student must re-take the DET upon their return. If the student places into a lower level, the student will have to re-start in the IEI at that lower level. This applies to full-time and part-time students. If a partially released student, who has not yet started taking academic courses, leaves for two (2) consecutive sessions, that student could become a full-time student again based on test results after the student returns.

At the end of each session, students can view their detailed grade information (final course grades + final exam grades) via their Canvas “Grades” tool. If students have questions or trouble viewing their grades, they can speak with their instructor or a member of the administrative team. At the end of each session, students can also view CR/NC information for the level in Canvas via <http://my.bsu.edu/>.

### **Grades**

There are two types of grades that students will earn while they study in the IEI. The first type of grade is a total grade for each course. Students earn a total grade in each of the core courses. This is a percentage that is calculated from a student’s course grade and the student’s final exam grade (for core courses). The final exam grade carries a weight of 25% of the overall grade. The formula for calculating a student’s total grade in the core courses is the following:

$$\left(\frac{3}{4} \times \text{course grade}\right) + \left(\frac{1}{4} \times \text{final exam grade}\right) = \text{total grade}$$

Students must earn a total grade of 73% or higher (“C” or better) in EACH course (core courses and complementary). If a student earns a 73% or higher, he or she will pass the course. If a student does not earn at least a 73%, then he or she will not pass the course. To clarify, any score below 73.0% is not considered passing, including scores such as 72.45%, 72.5%, and 72.94%.

There is a second type of grade used in the IEI. The second type is the Ball State University official grades. “Official” means that these grades are the grades that someone will see if they look at a student’s university transcript. Students can also request a copy of their transcript from the Registrar. Students should remember that for each level they will receive one grade: “Credit” or “No Credit.” If students pass the level, then they will receive “Credit” for all courses in that level. If they do not pass the level, then they will receive “No Credit” for all courses in that level.

Level 6 is an exception. In level 6, students will receive a grade for each of their courses. If students want to learn more about how to pass a level, they should read the “Requirements for Passing a Level” section below.

## **Final Exam**

IEI students do not have finals during the Ball State finals week. IEI finals take place during the last two days of each session. IEI final exams are given for each of the core classes: Writing, Reading, Listening and Speaking. The final exam is worth 25% of the final grade for core courses. The IEI final exam schedule is posted on the bulletin board during the last full week of each session. If an Academic Bridge student has a problem with an IEI exam and a BSU academic exam occurring at the same time, that student must talk to both teachers and inform the IEI Administration at least 48 hours before the exams. Your IEI exam takes precedence.

## **Requirements for Passing a Level**

Different teachers use different assessment and grading methods. They use different ways of grading because they teach different skills and have different teaching styles. Students should read their syllabi, course outlines, and any project or assignment guidelines carefully. These documents tell students how the instructor will grade them. If students have questions about how grades in the course will work, then they should ask their instructor.

### **Requirements for Passing Levels 1-5:**

Students must pass with a grade of 73% or above in all courses. For the core courses (reading, writing, listening, and speaking), this will be the combination of the course grade (75%) and the final exam grade (25%). For the complementary course (grammar), this will be based on the course grade only.

If students pass with a 73% or higher in each course, they will pass the level.

If a student does not meet pass with a 73% or higher in each course, the student will repeat the level the next session.

### **Requirements for Passing Level 6:**

Students in Level 6 are required to complete each course with a final grade of 73% or higher. If students receive a grade lower than 73%, they must repeat that course in the next session. However, they must only repeat the course that they failed, unless, in order to maintain full-time status for immigration purposes (at the middle of a semester), they may have to enroll in full-time IEI for the second session. If students are required to enroll full-time in the middle of a semester, they must take courses that they have already passed or placed out of. If this is the case, then students must pass the courses again in order to be released from the IEI at the end of the semester.

## **Change-of-Level**

### After the placement test.

If new students take the DET before arrival on campus, new students will learn their level placement before arrival. If they want to request a change of level, they must fill out the Change-of-Level Form. The student will need to pay for the DET again if they desire to test again. The DET allows students two test every thirty days. If the new student takes the DET during orientation, the student may not take the test again or change levels.

### During the first week of classes.

The IEI reserves the right to change the level of a student after they have been placed. This would be based on the recommendation of the faculty and a writing and speaking sample.

### After each session.

A returning student will be considered for a change-of-level request if and only if they have passed the previous level with an average of 90% for the level. If they want to request a change of level, they must fill out the Change-of-Level Form with their advisor. You must complete this form no later than one day after the final grades are posted in Canvas or no later than 4 days before the start of the session. The advisor will consult with the Director to discuss your options. Many factors will be looked at to determine if a change of level will be granted including attendance, academic honesty, and recommendation of faculty. You may be required to take the Duolingo English Test.

Level 6 students and unregistered students are not eligible to request a change of level. Level 5 students are only eligible for change of level in Session 2 and 4, when full time Level 6 is offered. They are not permitted to skip into an Academic Bridge section because there is not enough time for advising and registering for academic classes.

A new or returning student may request to move down a level. Please fill out the Request to Move Down a Level Consent Form. You must complete this form no later than one day after the final grades are posted in Canvas or no later than 4 days before the start of the next session. The opportunity to move down a level is for students who would genuinely benefit from being in a lower level and should not be used as a tactic to remove a student from Academic Probation.

## **IEI Final Exam Review and Grade Appeal Process**

In recognition of the need and desire for transparency in grading, the IEI makes it possible for students to review their exams and appeal the grade assigned to the exam. However, their content is extremely sensitive, and, as a result, access to the exams is restricted.

Access to an exam for the purpose of review and appeal of a grade will be granted following the procedures described below.

## **Appointments for Exam Review**

In order to be granted access to an exam, students must request an appointment and indicate which exam(s) they would like to review. Appointments are made by speaking with the office personnel in RB 353. Before coming to an appointment, students must read the exam appeal policy. Exam review appointments will only be granted to students who come to the IEI main office, RB 353, on Advising Day (the Monday of the first week of the next session in which the student enrolls). Therefore, if students take exams at the end of Fall semester, Session 1, and wish to appeal those exam grades, they must come in to make an appointment on the Monday of the first week of Fall semester, Session 2 (assuming they are enrolled in that session). If students take the exam at the end of Spring semester, Session 4, they must come in to make an appointment on the Monday of the first week of summer session, Session 5, or if they do not enroll in the summer session, then by the Monday of the next Fall session, in which they enroll.

Appointments for exam review will only be granted to students when the situation meets the following conditions:

- Students came into the office and requested the appointment on the Monday of the first week of the session.
- Students indicated that they have read the procedures for an exam review.

## **Procedures for Exam Review Appointments**

Because of the sensitive nature of the exam materials, access is restricted. Only students who have been authorized are allowed to view the exam. One other individual may accompany if students' consent has been documented in satisfaction of FERPA requirements. This person's role is as translator only.

Students will come to RB 353 at the scheduled appointment time. They will be allowed access to the exams in question for a period of no more than 30 minutes for one exam (or two for 30 minutes ONLY) or 60 minutes for two or more exams. Students will be under the supervision of an IEI staff member.

Student (and anyone accompanying the students) will not be allowed to use the following items while viewing the exam:

Writing tools, i.e. pens, pencils, markers

Electronic devices including but not limited to cell phones, laptop computers, video, still cameras or other recording devices

While viewing the exam, students may ask questions about the procedures but may not ask questions about the exam content of the IEI staff member. However, no grades can be changed during this appointment. The purpose of the appointment is strictly to allow access to the exam for the purpose of identifying discrepancies that merit appeal.

If while viewing the exam students identify problems with the assessment, they will report the specific nature of these to the IEI staff member who will record two pieces of information:



Specific details regarding the discrepancy (i.e. the question/item #, the mathematical inaccuracy, etc.)

The nature of the alleged discrepancy (i.e. upon what grounds the student is appealing the grade)

The list of items will be reviewed at a later time by the IEI-DO, who will issue a final response in consultation with other members of the IEI administration and the faculty grading team.

Within five (5) school days or no later than the Wednesday of week 2, students and their IEI advisors will be informed of the result of their grade appeal via e-mail. Results cannot be given over the phone or to a third party.

## Grounds for Appeal

Of the four bases upon which course grades can be appealed at Ball State, only one is applicable for final exam grades.

- An obvious error in the calculation of the grade.

It is important to note that ‘obvious’ here implies that objective criteria can be applied to determine that the grade is in error. Examples of such ‘obvious errors’ include:

The student provides an appropriate or correct response to an item but is not awarded credit for the item.

An error has occurred in the mathematical calculation of the final grade

## Grade Appeals Process

### Department Grade Review Process

A student wishing to review a final grade must inform the instructor, or in the absence of the instructor, the Director, by 12:00 P.M. (noon) on the Wednesday of the first week of the session. The student’s request for review of the grade must be submitted in an e-mail to the instructor who taught the course. After the instructor receives your request, the instructor will meet with you and provide you with a detailed breakdown of your class grade.

**Grade Appeals** - Adapted from the Ball State’s [Grade Appeal Policy](#).

This process includes any appeal of a final grade (pass-fail or letter grade) for a classroom course. Students considering an appeal of a final grade should meet informally with their instructor for a grade review (mentioned above) before submitting a written appeal.

### Department Grade Appeal Process

**STEP 1: Meeting with the Instructor.**

Within two (2) school days of the grade review, if a student finds cause for appeal, the student should write an email to request a grade appeal, which includes the basis for the appeal. The instructor, or the IEI Director of Operations (IEI-DO) in the instructor’s absence, must respond via letter or e-mail with a decision regarding the student’s grade within two (2) school days after

receipt of the request. A student must contact the IEI- DO if the instructor does not respond within two (2) school days.

#### STEP 2: Appeal of Instructor's Review.

If the matter cannot be resolved with the instructor, the student may notify the IEI- DO within two (2) school days after the date of the instructor's response. This notification shall be made via letter or e-mail to the IEI- DO and should outline the nature of the dispute.

#### STEP 3: Resolution by the Director of Operations

The IEI-DO will then attempt to resolve the dispute. If resolution is successful, the Director shall inform the student and the instructor of the nature of the resolution in writing. If the matter cannot be resolved, the IEI- DO shall notify the student via letter or e-mail. Either notification must be made within two (2) school days of the student's contact with the IEI- DO. The student may then choose to proceed with a university appeal.

### University Grade Appeal Process

Notification of Intent to Appeal. If the matter cannot be resolved satisfactorily at the department level, the student may request consideration of a grade appeal hearing. To do so, the student must submit a formal appeal of the grade appeal in writing to the Office of Student Rights and Community Standards within five (5) school days after notification from the department chairperson, clearly stating the basis for appeal and providing a supporting argument. The Director of Student Rights and Community Standards or his/her designee shall solicit a written response from the instructor. Within (5) school days after receipt of the written appeal in the Office of Student Rights and Community Standards, the Director or designee, in collaboration with the Associate Provost or designee and the Vice President of the Student Government Association, will make a decision on whether to refer the appeal to the University Grade Appeal Committee for a hearing. The decision to refer or not to refer shall be based upon the student's compliance with grade appeal procedures, the written request for appeal and the criteria cited within the written appeal. If the decision is not to forward the appeal to a hearing, the matter is concluded.

Basis for Grade Appeals. The University Grade Appeal Committee will only address those appeals for which a procedural or fairness issue is in question. The criteria of a grade appeal are:  
An obvious error in the calculation of the grade.

The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course.

The assignment of a grade to a particular student on some basis other than performance in the course.

The assignment of a grade by a substantial departure from the instructor's previously announced standards.

NOTE: This appeal procedure is not to be used for a review of the judgment of an instructor in assessing the quality of a student's work.

## Course Evaluation

In the United States, students have the opportunity to evaluate their courses and instructors. Students get to report what they think is good for their learning and what is bad for their learning. These course evaluations have a couple of purposes:

To help instructors improve their teaching and understand what students want  
To help the university decide which instructors are successful teachers and which ones are unsuccessful

Evaluations are online. The questions will ask about things like instructors' ability to teach, their professionalism, and the quality of the courses.

Students might be afraid to evaluate an instructor because they feel the instructor will become angry. However, there are several ways that the university protects students' identities:

Students do not write their names on their evaluations.  
The instructor may not be in the room while students work on their evaluations  
Since evaluations are typed, instructors will not know who completed the evaluation.  
Instructor cannot see evaluations until after they have handed in the students' grades.

Therefore, students should tell the truth. If an instructor has been a good teacher, then this should be made clear in the evaluation. If an instructor has not been a good teacher, then this should be made clear in the evaluation.

## Academic Retention and Probation Policies

The Intensive English Institute has a rigorous plan of study designed to prepare students for their academic programs. Like other educational institutions in the US, Ball State expects its students to progress in a timely manner. We understand that all students do not progress at the same pace and may need some additional support. Therefore, the IEI's Academic Retention and Probation Policy was designed to assist and guide those students who have difficulty improving their English proficiency. The IEI administrators and instructors want to make sure that academic support is available for those students who are serious about improving their English proficiency so that they can begin their academic studies.

Below is a "Quick Glance" of the steps of academic probation followed by a detailed explanation.

Academic Probation 1- Failed for the First Time

- \*Meets with the Director
- \*Receives first warning letter
- \*Repeats level

Academic Probation 2- Failed for the Second Time

- \*Meets with the Director
- \*Receives second letter
- \* Repeats level again
- \* Assigned a tutor
- \* Required attendance at two academic success workshops

Ineligible to Continue- Failed for the Third Time OR Failed for the Second Time without meeting the attendance requirements

- \*Asked to withdraw
- \*Has the opportunity to appeal

### **Academic Probation 1- Failed for the First Time**

If you do not meet the requirements to pass the level, you must repeat the level during the next session you attend, AND you will be placed on Academic Probation 1. You are placed on Academic Probation 1 as a warning that you are in danger of being asked to leave the IEL.

During the first week of the new session, your probationary status will be explained during a meeting with the Director. You will be required to sign your probation letter at that meeting. The letter will include the conditions/requirements of an AP1 status. You will be assigned a faculty tutor, and you should meet with the tutor to arrange a plan for additional work to assist you with your IEL classes. You will also be required to attend two academic success workshops. The probation status is removed when you pass the level at the end of the session during which you are on probation.

If you are ineligible to continue in the IEL, you will receive your letter of dismissal from the Director by Advising Day.

## **Academic Probation 2- Failed for the Second Time**

If you are placed on Academic Probation 1 (AP1), and you fail the level again you will be placed on Academic Probation 2 (AP2). If, however, you attended less than 85% of your IEI classes, you will be dismissed according to the Attendance Probation Policy.

During the first week of the new session, your probationary status will be explained at a meeting with the Director. You will be required to sign your probation letter at that meeting. The AP2 letter will include the conditions/requirements of an AP2 status.

You will be assigned a tutor, and you should meet with the tutor to arrange a plan for additional work to assist you with your IEI classes. You will also be required to attend two academic success workshops. Additionally, you will be required to maintain no less than 85% class attendance while on AP2 to be eligible to appeal your academic dismissal if you fail again.

The IEI Academic Probation Committee will consider your attendance with your tutor, your attendance at the required workshops, and your class attendance when making a decision on granting you Academic Probation 3 status. If you have poor attendance at these opportunities, it is unlikely that you will be allowed to remain in the IEI.

Ineligible to Continue- Failed for the Third Time or Failed for the Second Time without meeting the attendance requirements

If you fail the level while you are on AP2 or while you are on AP1 and do not fulfill the attendance requirements, you will be asked to withdraw from the IEI.

You will receive your letter of dismissal from the Director by Advising Day.

If you are asked to withdraw from the program and want to appeal the decision, you may appeal your ineligible to continue status to the IEI Academic Probation Committee.

Make an appointment to see the IEI Director if you want to appeal. See below for the appeal procedures.

## **Procedures for Appeals To Withdraw Decision**

If you have been asked to withdraw from the program and want to appeal the decision, you may appeal your ineligible to continue status to the IEI Academic Probation Committee (IAPC) if you believe that extraordinary circumstances beyond your reasonable control contributed to the failure/s and merit an exception to the rules.

You must write a letter of appeal to the IEI Director two (2) school days after the IEI Advising Day of the following session. You need to clearly outline the nature of the circumstances and provide supporting documentation. Only written statements of appeal (paper or email) are accepted by the IAPC. It is the student's obligation to check their academic status on the date published by the IEI. Additionally, letters of recommendation from two of your returning instructors must be included in your appeal package. In addition to the information provided in the appeal letter, the IEI Academic Probation Committee will consider the student's attendance with their tutor, their attendance at workshops, their class attendance, and the contents of their student file when making a decision on accepting an appeal. If the student has poor attendance at these opportunities or a history of academic dishonesty or classroom disruption, it is unlikely that they will be allowed to remain in the IEI.

Within two (2) school days after receipt of the written appeal, the IEI Director will convene a meeting of the IAPC, which is charged with reviewing all appeals. The committee meets only once per session and will not consider letters of appeal received after the deadline. Decisions of the committee are final, and there is no appeal in the IEI beyond that body. You will receive a letter with the committee's decision within one (1) school day.

If you are dismissed after you were on AP2 and the appeal is accepted, then you will be reinstated and placed on Academic Probation 3. If you are dismissed after you were on AP1 and the appeal is accepted, then you will be reinstated and placed on AP3. This is the last opportunity you will have to pass the level. If you fail again, you will be ineligible to continue in the IEI program at that time.

If the IAPC denies your appeal, you will be ineligible to attend the Intensive English Institute for a minimum of two consecutive sessions. You are allowed to reapply to the IEI after waiting out the two consecutive IEI sessions. A denial, however, does not prevent you from meeting the University English Proficiency requirement through other testing opportunities (TOEFL, IELTS, DET, Pearson). At this point, you will be required to meet with the Director of International Student Services at RCIP.

## **Attendance Policy**

Ball State University considers a student's official course program as a contract with the university. The university's policy is that students are expected to attend all classes for which they are registered. Thus, it considers class attendance to be a key component of academic success. Students must attend all IEI classes all the time. If you cannot attend class, you should communicate about your absence with your instructors. If you have excessive absences without communicating with your instructors, you may be required to meet with the IEI Director about your absences. Being absent from class will negatively affect your learning and the classroom environment. Excessive absences may also negatively affect final class grades.

In the Intensive English Institute, students must attend classes in order to gain the full benefit of the courses offered. They must attend regularly and on time to be successful in learning the language. Thus, students are expected to attend 85% of the total IEI class hours for which they are registered. All absences, whether excused or unexcused, will be counted towards the total number of absences.

## **Punctuality**

University instructors expect to begin class right when the class is scheduled to begin. If the class starts at 9:00 a.m., then professors will begin class at 9:00 a.m. Students should arrive early for class, at least two or three minutes before the class begins. This means that instructors expect students to be at their desks with appropriate writing materials and textbooks for the class out on the desk.

Another word for "late" is "tardy." Specifically, a student is considered tardy if either of the following is true:

The student arrives up to 10 minutes late to class.

The student misses up to 10 minutes of instruction time at any point during the class.

### **Definition of Absence**

Instructors record your attendance every day. Although each instructor may deal with absences differently, there are some departmental guidelines that students should be familiar with.

A student is absent for the class if any of the following is true:

The student is not present for an entire class period.

The student misses 10 minutes or more of class.

A student is sleeping during class.

The student is tardy two times (see below for definition of tardy).

### **Excused vs. Unexcused Absences**

There are two types of absences, excused and unexcused absences. Your instructors will decide what is considered excused or unexcused (if they make a distinction at all). Check your syllabus to find out how your instructors define unexcused absences.

Below are excused absences as defined by Ball State University. Instructors will provide reasonable accommodations under the following circumstances:

#### **Field Trips in IEI Classes**

IEI instructors may schedule a field trip for students in their classes because it offers an opportunity for authentic learning outside of the classroom. Such trips are carefully planned and coordinated among your IEI instructors, so any missed class hours are made up before or after the field trip. Students will provide information needed to complete the IEI Field Trip Form. Students who cannot attend a field trip will be expected to complete any alternative assignment offered by the instructor.

#### **Field Trips in Academic Classes**

From time to time, instructors may schedule field trips for students. Because these opportunities are targeted toward learning, students are welcome to attend these trips or events even if they will occur during class time. However, students should be aware that there is a proper procedure for making sure that their absence will be excused. If they participate in an academic field trip or event, they must follow these steps:

Step 1: Ask the instructor who is planning the event to write a note or an email to the IEI instructors whose classes will be missed. Ask the instructor to do this at least one week before the field trip or event. This should be done as soon as the student is aware that he will miss classes.

Step 2: the IEI instructors whose classes will be missed must receive the note or email at least one week before the student will miss the class. Students should do this as soon as they know they will miss classes.

Step 3: Students should consult with their IEI instructors about how they will make up missed work.

Step 4: After the field trip or event, students return to their courses. Students should be prepared to rejoin the course. Students should study for any tests or quizzes that the instructor will give on the day they come back.

### **Participation in Ball State University Athletic Competitions**

If a student is a member of a Ball State University athletic team, then that student might need to miss classes sometimes. The coach will give the student a note to tell instructors that the student will miss some classes.

### **Observance of Approved Religious Holidays**

It is university policy that instructors should allow students to observe religious holidays. Therefore, students can miss class if they would like to celebrate a religious holiday. The students should provide a written explanation concerning the day or dates for the religious holiday that they would like to observe. The explanation should be taken to the IEI instructors at least one week in advance of the religious holiday that the student would like to observe. It will be the student's responsibility to make arrangements with instructors to make up the work that was missed, so that the absence does not harm his course grades.

### **Student Responsibilities Related to Absences and Tardies**

It is the responsibility of the students to follow their instructors' policies for making up missed assignments. The policies are noted in the syllabus of each class.

It is the students' responsibility to find out what they missed when they miss part of a class or a whole class. They can find out this information in a few different ways:

Students can ask a responsible classmate to tell them what the assignments were.

Students can email the instructor to ask about the assignments.

Students can make an appointment or go to the instructor's office, during office hours, to ask about the assignment.

Most importantly, students should understand the specific policies each instructor has for both attendance and making up missed assignments such as homework, tests, quizzes, projects, etc. These policies will vary from instructor to instructor, and students need to find out these policies at the beginning of the session.

### **Extended Absence Leave**

Students may be eligible for a leave of absence during a session. Approval of the leave is based upon the circumstances surrounding the request. Some examples would include bereavement, family emergencies, or other extenuating circumstances.



Please schedule an appointment with the IEI Director and an international student advisor at RCIP if you may need to take a leave of absence.

### **Attendance Probation**

A student who does not pass the level and does not meet attendance requirements during a seven-week session will be placed on attendance probation for the following session. If the student does not pass the level again and does not meet the IEI attendance requirements while on attendance probation, the student will be dismissed from the IEI program and will be referred to the Rinker Center for International Programs for action regarding their immigration status. Absences caused by extenuating circumstances, which include pregnancy, will be handled on a case-by-case basis. However, students are advised to communicate their intentions or desire to appeal as soon as possible. Students who meet the IEI attendance policy requirements when on attendance probation are taken off attendance probation for the subsequent session.

### **Calendars**

#### **Ball State University Academic Calendar**

Ball State University offers two fifteen-week semesters in the fall and spring and a summer semester. The terms are as follows:

Semester	Begins	Ends
Fall	Late August	Mid-December
Spring	Early January	Early May
Summer	Mid-May	Late July

#### **IEI Academic Calendar**

The schedule for the IEI differs from the schedule for academic classes at Ball State. Ball State academic semesters are 15 weeks long. The IEI has two 7-week sessions in each Ball State semester, except for the summer semester. The IEI may offer only one 7-week session during the summer semester. The calendar is below. For this year's more detailed calendar, IEI students can refer to the IEI website, Student Canvas Shell, or on the IEI bulletin board outside the office.

Semester	Session	Begins	Ends
Fall 2021	1	August 24	October 19
Fall 2021	2	October 20	December 16
Spring 2022	3	January 12	March 4
Spring 2022	4	March 16	May 5
Summer 2022	5	May 16	July 1

Summer sessions are offered based on enrollment numbers. There is a possibility that a student's level may not be offered during a summer session.

Once students begin their academic programs, they should be aware that Ball State University classes are offered from 8:00 am until 10:00 pm Monday through Friday, and some classes are even offered on the weekends (Saturday and Sunday). Once students begin their academic programs, it will be their responsibility to arrange their academic classes appropriately considering their individual needs (employment, assistantship responsibilities, religious requirements, and so on).

### **US Holidays Observed at BSU**

During the school year, there are several United States holidays. On these holidays, there are no classes at Ball State University and no classes in the IEI. There are also two university breaks. There is one break during fall semester and one break during spring semester.

Fall:	Labor Day (the first Monday in September)
	Fall Break (set each year by the university in mid-October)
	Thanksgiving Recess (third week in November)
Spring:	Martin Luther King, Jr. Day (third Monday in January)
	Spring Break (one week break near the beginning of March)
Summer:	Memorial Day (final Monday in May)
	Fourth of July

For more detailed information and exact dates for each semester, see the [official calendar of Ball State University](#). These days could change slightly, so students should always check the official BSU calendar.

### **Daylight Savings Time**

In the United States, there is a change of time every year. It is called Daylight Savings Time. It is done because in the US there is a lot of sunlight in the summer, but not much sunlight in the winter.

This means that in the spring, people must set their clock one hour forward. For example, people change their clocks from 10:00 to 11:00 on Daylight Savings in the spring. Every year, this day is the second Sunday in the month of March.

In the fall, people must set their clocks backward. For example, people change their clocks from 11:00 to 10:00 at the end of Daylight savings time in the fall. Every year, this day is the first Sunday in the month of November.

Students should pay attention to the news and their instructors. These people will remind students when it is time to change their clocks.

## **IEI Cardinal Awards**

An IEI Cardinal Award is given to an IEI student who demonstrates outstanding scholarship and commitment. IEI students can receive cardinal awards in the following categories: Executive Director of Global Affairs's Cardinal Award and the IEI Cardinal Award for Perfect Attendance.

Executive Director of Global Affairs's Cardinal Award- This award is presented to a student who maintains an overall average of 90% and above in each course over two consecutive sessions. This award will be given in September and March.

IEI Cardinal Award for Perfect Attendance- This award is presented to a student who maintains perfect attendance over two consecutive sessions. This award will be given in September and March.

Eligibility- To be eligible for an IEI Cardinal Award, a student must  
Be a current full-time or bridge student  
Be in good-standing- not on academic or attendance probation for the two sessions and not have any academic dishonesty or disciplinary records.

## **Complaint Procedures**

From time to time, students may have a complaint or an issue that they do not understand regarding a class, assignments, or an instructor's expectations. In such a situation, they should follow the IEI policy as it is stated below. If students have questions about this process, they should ask their IEI Advisors.

This policy is for students who have a complaint about professionalism, IEI policy, classroom expectations, and so on. This is a very serious process. Students will be required to sign the complaint if they submit it to the IEI Director.

Students should be aware of the general classroom expectations at Ball State before filing a complaint. At Ball State, students are expected to participate in all class activities, be alert, pay attention, keep up in class, work diligently on homework and classwork, and communicate with their instructors.

Note: Complaints and concerns relating to physical abuse, verbal abuse, sexual harassment, etc. should be addressed in accordance with Ball State Student Handbook policies.

Below is the procedure all IEI students must follow to file a complaint:

1. Speak directly to your instructor about your complaint  
Send an email or talk to your instructor during the instructor's office hours and discuss your complaint. In the United States, instructors expect students to come to them with problems or questions about the class.

## 2. Seek advice from your IEI Advisor

One of the IEI Advisor's responsibilities is to advise you in culturally appropriate ways to deal with problems that you encounter in your academic life. If you have tried to speak to your instructor repeatedly, but your discussions have been unsatisfactory, then you could ask for advice from your IEI Advisor. The IEI Advisor can help you learn the best ways to communicate with your instructor.

It is not the Advisor's job to advocate to instructors for you, so you should not ask or expect your Advisor to do so. Also kindly keep in mind that the IEI Advisor cannot change grades, policies, or assignments in your instructor's class.

\*\*\*Most complaints should be resolved by this point in the process. \*\*\*

## 3. Fill out an IEI Complaint form

If you still feel that the response from the instructor is unsatisfactory, you can fill out an IEI Complaint Form. The purpose of this form is to have a paper record of your complaint and show that you have correctly followed the complaint procedure. In cases of lower English proficiency, complaints may be accepted in languages other than English. Within 5 working days after being informed of the complaint, the instructor will submit to the Director a response that includes a timeline as well as adaptations that have been adopted in the classroom (if necessary). From the student and faculty documents, the Director will write a resolution report about the complaint and communicate it in writing to the student.

ALL complaints about instruction in the IEI will be dealt with in the manner described above.

## [Code of Student Rights and Responsibilities](#)

University students have rights and responsibilities.

You should read all of the Code of Student Rights and Responsibilities carefully. If you need assistance with any of the topics, please contact your advisor or any IEI faculty, staff, or administrator.

Here are some rights and responsibilities of note.

1. [Alcohol Policy](#)
2. [Drugs](#)
3. [Harassment Policy](#)
4. [Bereavement, Jury Duty, and Pregnancy Policy](#)
5. [Responding to Disruption in the Classroom](#)
6. [Sexual Harassment and Misconduct Policy](#)

## [Sexual Assault](#)

You will be required to take a training module on sexual assault awareness and prevention.

Information about this training module will be sent to your BSU email. The IEI will also remind you about this training module.

There are several important things you should know about sexual assault.

### **It is Not Your Fault**

No matter what happened to you, no one has the right to hurt you, pressure or coerce you into sexual contact or take away your choice about your body. If you are unsure whether what you experienced is sexual violence, talking to a victim advocate might help you clarify things.

### **You Are Not Alone**

There are many people and services available who want to help you on and off campus. Consider talking with a victim advocate about your options. You can contact the campus victim advocate at [ovs@bsu.edu](mailto:ovs@bsu.edu) or 765-285-7844.

### **You Can Always Seek Medical Attention**

No matter when your assault occurred or whether or not you wish to make a report, it is most important that you take care of yourself. There may be injuries as a result of sexual assault that you cannot see.

Seeking medical attention immediately (within a few days) of a sexual assault provides the most options in the prevention of pregnancy and sexually transmitted infections, as well as evidence preservation.

### **You do not need to make a report to seek medical attention.**

Free medical care is available to students confidentially on campus ([Women's Center/Student Health Center](#)) and off-campus at [IU Ball Memorial Hospital](#).

If you decide to have an exam as a result of a sexual assault, you do not have to pay for these services.

You can have a support person such as a victim advocate or a friend accompany you and make sure you get the services you need.

More information on the [Sexual Assault Awareness and Prevention Website](#).

## **Title IX**

Title IX of the Education Amendments establishes that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The Ball State University Title IX Coordinator oversees institutional compliance with applicable university policies.

## **Pregnancy Accommodations**

Click the link for resources.

Ball State does not discriminate against students on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as a student's doctor deems medically necessary, and the student will receive the opportunity to make up missed work.

## [Disability Accommodations](#)

Disability Services coordinates university efforts to provide access and opportunities to students with disabilities, including students who have disabilities that are non-apparent or temporary.

You may request an accommodation letter which must be renewed as needed. Here is the link for the [verification process](#).

## [Academic Integrity](#)

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity.

Please review the syllabus for each of your classes. The faculty will review the academic integrity policy for the class.

If a faculty member suspects a student of academic dishonesty, the faculty member may fill out a academic dishonesty and acculturation form.

If there continues to be academic dishonesty misconduct, the faculty member may complete and file a university academic dishonesty form.

## **International Services**

The International Services Guidebook has important information to assist you in your stay in Muncie and at Ball State.

## **University Services**

Ball State has several services that can be of assistance to you as you study in the IEI. Here is a list of services. The Student Community Canvas Shell has links to these services.

Learning Center  
Writing Center  
Office of Disability Services  
Counseling Center

University Libraries  
Multicultural Center  
Health Center  
Recreation Services

If you are interested in using these services, please reach out to your advisor who can assist you.

## **Benny Link**

Ball State encourages student involvement in many campus events. Benny Link is Ball State's student involvement system that helps students become involved on campus in over 400 student organizations and explore various [campus events](#). Benny Link serves as the primary calendar for the Office of Student Life and has every registered student organization, residence hall, and living learning community on campus as well as a variety of university departments, programs, and resources.

## **Frequently Asked Questions (FAQs)**

### **What is the approach to teaching English in the IEI?**

The IEI's primary goal is to prepare students for academic success in the United States. As a result, each course is designed to teach students a set of learning outcomes which build the language and strategic and cultural competencies necessary to succeed in the American university setting. Instructors utilize a variety of methodologies and technologies to design interesting and effective classroom interactions.

### **How many students are in a typical class in the IEI?**

Most classes in the IEI have about 10-15 students. We intentionally keep the class size small to enhance student participation and classroom interaction.

### **How are students placed in the different levels of the IEI?**

After being admitted into the IEI, students will take a placement test. After assessing students' language skills, they are placed in an appropriate level in the IEI. During the first week of class, faculty may recommend changes to a student's placement depending on further evaluation.

### **Can students appeal their level placement or grades?**

Yes, this handbook outlines the processes for change of level and grade appeal.

### **Can students request a change of section?**

No. Class lists are carefully put together after considering a number of pedagogical factors, so requests for changing sections are not considered.

### **Does the IEI prepare students for the TOEFL or IELTS exam?**

Everything a student does in and with English is preparation for performing well in the American university setting. This should translate into higher scores on the TOEFL or IELTS. It is important to note, however, that success on the TOEFL or IELTS requires additional

understanding of the test design and effective test taking strategies. The IEI is not designed to prepare students for those components of the TOEFL or IELTS exam.

### **How long does it take to finish the program?**

The IEI offers seven levels of English language instruction. Students can enter the program at any level, 1 through 6, depending on their English language proficiency. Also, they can move at any rate through these levels, or even skip levels, depending on how their English proficiency develops. It should be noted that students who do not pass a level will have to repeat that level. As a result, if students do not pass one or more levels, it will take them longer to finish, and this fact may affect whether their scholarships continue (if they are scholarship students). For example, if a student places into level 3 and passes all his courses, he can finish the program in 4 sessions, or 2 semesters. However, if a student places into level 1, does not skip a level and does not fail, the student will need to study in the IEI for a year and a half. Generally, it takes one to two years to complete IEI studies. Serious and hard-working students who participate fully in class work and the broader university community improve their English language proficiency quickly.

### **Are students allowed to leave the United States during breaks?**

This is possible, but students need to contact RCIP in order to ensure that they do not lose their visa status. If a student misses two consecutive sessions (except during summer), the student will be required to take the IEI placement exam again.

### **Are students allowed to miss classes in order to observe religious holidays?**

BSU has a specific procedure for missing class due to a religious holiday. Students must contact each instructor to explain the reason for missing class and to receive information that they might miss during their absence. Instructors in the IEI are sensitive to the diverse cultural and religious backgrounds of their students and may accommodate special circumstances that might arise.

### **Can I take academic courses if I am in the IEI?**

Some level 6 students may take academic courses through the IEI Academic Bridge Program. Students in levels lower than 6 may not take academic classes. US classes require a high level of English which you must achieve before enrolling in them.

### **Can I bring an interpreter with me during my IEI appointments?**

Yes, you may. However, in the United States the educational records of an individual cannot legally be shared with anyone else without that individual's signed consent. This law is called "FERPA". Educational records include information about that person's coursework, grades, and general academic progress. If you would like a relative or friend to accompany you to any academic meeting with an advisor, instructor, or administrator, you will both be asked to sign a FERPA form. This form indicates that you give this person permission to know about the subject being discussed. This is also necessary if you are being aided by a translator or if you would like someone to pick up your grade report on your behalf.

## **Forms**

These forms can be found on the Student Canvas Community Shell.



- Authorization to Disclose Information Form (FERPA)
- Complaint
- Change of Level
- Move Down a Level
- Alternate Study Form
- Final Exam Review
- IEI Academic Dishonesty and Acculturation Form
- Simplified Code of Student Rights and Responsibilities
- Report a Bias Incident