



**BALL STATE
UNIVERSITY**

Intensive English Institute

Student Handbook 2023-2024



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.

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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

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.

The 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.

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 359.

Administrative Organization

The IEI is part of the Rinker Center for Global Affairs (RCGA) offices are located in the Student Center. RCGA reports to the Office of the Vice Provost.

Administrators, Faculty, and Staff

Current list of IEI administrators, faculty and staff can be found [here](#).

Admission to the IEI

[International Admissions](#)

International Admission provides assistance with all international student admission questions.

IEI Only

Students who only want to take IEI courses may apply to the IEI through this application [here](#). Choose the undergraduate link. You can find instructions on how to [apply for IEI only here](#). 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. These requirements can be found [here](#).

Conditional Admission

If an undergraduate student has been admitted to Ball State University, but the student has not submitted an English language proficiency score 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 RCGA and the IEI Director.

Visa Holders

Please contact [International Services](#) in the Rinker Center for any questions about visa status. The IEI offers full-time classes for levels 1-6. Each cohort contains 6 classes at 1.5 credits each or 9 credits per session. Part-time classes are offered for Academic Bridge students who start in January or August or for those who may need to repeat a class. Students are required to stay enrolled as full-time students.

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 International Services (IS) for assistance with any visa needs. Students should keep IS always informed of visa status.

Full-time students

IEI students are required to take 6 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 six 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) or may not be offered.

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 six 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

IEI-only students are not allowed to take any academic courses until they have applied for regular admission and submitted proper English language proficiency documentation (accepted test score or successful completion of the IEI). IEI only students can start classes in August, October, January, and March. However, regular admission is only offered in August, January, and June. An IEI only student can apply for regular admission during level 5. The student could potentially gain conditional admission into the Academic Bridge program (Level 6 and academic courses) for the next session. Again, this is only available if the student applies for regular admission for August, January, or June.

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. They can begin academic courses in the fall.

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 RCGA, 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 6 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 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 student must enroll in a full course of study each semester of the program unless authorized for a reduced course load in advance by International Services. 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. Please note that the IEI-Academic Bridge programs are offered starting in session 1 (August) and session 3 (January), not in the summer.

Orientation

International Admissions Orientation

Once international students arrive in the United States, there is an orientation program the week before classes begin which includes sessions concerning policies that govern academic areas, personal advising, and counseling. Students are also required to attend visa and immigration advising sessions. Other orientation sessions include health, immigration, registration, and academic advising. Optional sessions include academic program information, campus tours, and a campus and community resource fair. Informational sessions pertaining to the bursar, the registrar, insurance, student life, student organizations and the health center are also part of the orientation program. During new student orientation, there are also social and community activities for the students to engage in the life of the university and the community. Students who have not met the English-proficiency requirements for full admission into a degree program at Ball State have to take a placement test in order to be placed into IEI classes.

IEI Orientation

New IEI students will attend an IEI meeting during the International Student Services Orientation. The students that have taken the placement test and been placed in a level will receive their course registration list. Students who have not yet taken the test will sign up to take the test the following day and will not be provided their course registration list until the placement test has been rated. At the IEI meeting, students will learn about the IEI, be provided their advisor's name and contact information, and be given an opportunity to ask questions.

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.

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 or come to the IEI office. Unregistered students will not be allowed in class. The IEI follows the registration calendar provided by the registrar.

New Students

New students must complete the IEI placement exam (or equivalent) before they can register. Information will be provided to them through email and during International Orientation week. New students must meet with their IEI advisor before the class list can be provided. The advisor will then email the registrar to provide the student with a Time Ticket. The student can then register when this is completed.

Returning Students

Returning students will be provided the list of registration courses after they have successfully completed a previous level.

Level 6 Academic Bridge Students

You may only register for **academic classes** that are offered after 12:50 p.m. You must also follow this policy if you are repeating a level 6 course.

Academic Probation

Students on academic probation will receive their registration information when they meet with an IEI administrator.

Registration Instructions

Register for classes as soon as you have the class list.

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 2022)
Click Submit
Scroll down to Add CRN(s) in the boxes on the Worksheet
Submit Changes

Holds

Holds may be placed on a student account. These holds will prevent the student from registering. Information about 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.

The student should contact their IEI if they have questions about holds.

Dropping a Course

Full-time IEI students should not drop a course unless withdrawing from the university.

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

A student who wishes to cancel courses or withdraw from them, must make an appointment with an International Student Advisor in International Admissions AND follow the instructions

outlined at the following [link](#).

In addition, students should inform their instructors and IEI advisor when they plan to withdraw.

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

Every IEI student is assigned an IEI advisor. This advisor can assist with questions about courses in the IEI and other student related questions. Please reach out to the assigned advisor or any member of the IEI administrative team with questions.

Other Advisors

International Student Advisors are in RCGA. RCGA 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 an 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.

Syllabus

You will receive a syllabus for each of your classes. The syllabus will include important information including name of course and course objective, contact information for your instructor, instructor office hours, course outcomes, grading policy, attendance policy, other university policies.

Resources

All pertinent information including this handbook can be found on the IEI Student Canvas Community Site. New students will be provided access as soon as they attend IEI student Orientation.

Curriculum Overview*

***Note 1: Starting January 2024, applicants must submit a score from one of the accepted English language proficiency tests. Students will be placed in the IEI level based on that score. Students who do not submit a score may take a self-paced course through Lifetime Learning.**

***Note 2: Beginning January 2024, the IEI will only offer levels 4, 5, and 6. A self-paced course for beginner level students is provided through Lifetime Learning.**

Every new student takes a placement exam. Information about the placement exam will be provided to the IEI student as soon as they have been admitted. Students are encouraged to take this test as soon as possible once admitted. The IEI uses the placement test results to place 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). The placement test is called the Duolingo English Test.

To successfully be released from the IEI, a student must receive credit in each level 6 course.

Some students may begin in level 1 or level 6. Each level in the IEI has six courses. Each IEI course is categorized as either Core or Complementary. The Core courses are Writing, Reading, Listening, and Speaking. The Complementary courses are Grammar and Cultural Experiences. 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.

The length of each level is a seven-week session. There are four intake sessions (beginning in January, March, August, and October). A fifth summer intake session may be available depending on enrollment.

The IEI curriculum for each level which includes course overviews and course student learning outcomes is located in appendix A, IEI achievement scale.

Contact Hours

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.

Textbooks

Students are required to obtain a textbook for most IEI courses by the end of the first week of class. 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 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 should not buy it or will be asked to erase the answers. 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](#).

HelpDesk

The BSU [HelpDesk](#) can assist you with many issues that need technology support.

Assessment

Placement Testing

***Note: Starting January 2024, applicants must submit a score from one of the accepted English language proficiency tests. Students will be placed in the IEI level based on that score. Students who do not submit a score may take a self-paced course through Lifetime Learning.**

Each new student must take a placement test before registering for classes. Once a student is admitted, the student will receive information about the placement test. The student is encouraged to take the placement test before arriving on campus. The student can also take the test during International Student Orientation. The test is mandatory for all new students who have not submitted an appropriate score from a currently accepted English language proficiency test.

Students can take one of two placement tests: The IEI Placement Test or the Duolingo English Test. Starting Fall 2020, students are encouraged to take the Duolingo English Test.

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 placement test 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 via their Canvas “Grades” tool. If students have questions or trouble viewing their grades, they can speak with their instructor or their advisor. At the end of each session, students can also view CR/NC information for the level in SS Banner via <http://my.bsu.edu/>.

Grades

How is a course grade calculated?

For the **core courses** (reading, writing, listening, and speaking), the total grade will be a combination of the course grade (75%) and the final exam grade (25%).

The formula for calculating a student's total grade in the **core courses** is the following:

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

For the **complementary courses** (grammar and cultural experiences), the total grade will be the course grade only.

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:

Final Grades are reported as Credit or No Credit. Credit for a particular **level (1-5)** will be given only if ALL of the following are met:

- A student earns a 73% or higher in at least **5 of their 6** courses.
To clarify, any score below 73.0% is not considered passing, including scores such as 72.45%, 72.5%, and 72.94%.
- The average of their grades in the 6 courses must be 73% or higher. That means students must add up all six grades. Then, divide them by 6 (for 6 courses). The number must be 73% or higher.

If a student does not meet the requirements for successful completion of a level, the student will be required to repeat the level.

Requirements for Passing Level 6:

Final Grades are reported as Credit or No Credit. Credit for **each course** in level 6 will be given if the following is met:

- A student earns a 73% or in the course.
To clarify, any score below 73.0% is not considered passing, including scores such as 72.45%, 72.5%, and 72.94%.

If students receive a grade lower than 73%, they must repeat that course in the next session. If they are conditionally admitted, the student can continue as an Academic Bridge student. If they are an IEI only student, the student may need to repeat level 6 full-time per immigration policy.

Transcript

Students can request a document called a transcript that will list all of the student's courses and final grades (CR or NC). Students can see an unofficial copy of their transcript in Self-Serve Banner or request an official copy of their transcript from the Registrar.

IEI Grade Report

As mentioned, students may request an official transcript from the Registrar. Students can also review their grades in Canvas, on Navigate, and through Self-Service Banner. The IEI can provide grade reports for the student's most recent IEI level upon request. The grade report includes the grade for the course, final exam grade, and attendance grade for all courses in the level. Contact the IEI director to request an IEI Grade Report.

Final Exam

IEI final exam days follow the Academic Calendar. 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 exam schedule is provided to the students through email and also placed in the Student Canvas Community Site.

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.

Change-of-Level

After the placement test

If a student wants to request a change of level, they must fill out the Change-of-Level Form. The student may take the placement test again at their own cost. Keep in mind that the student must retake the placement test in time so that the student can register for classes before the end of the add/drop period specified by the Office of the Registrar.

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/or 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. 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.

Level 6 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.

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.

All placement changes must be completed by the end of the add/drop period specified by the Office of the Registrar.

IEI Final Exam Review

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. Students should request an exam review within one week of taking the final exam.

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, 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.

Final Exam Grade 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 Course 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 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 Director 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 Director and should outline the nature of the dispute.

STEP 3: Resolution by the Director of Operations

The IEI Director 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. Please review the university's Grade Appeal Policy before submitting a formal request form. Both can be found here: University [Grade Appeal Policy](#).

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. Instructors 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 IEI.

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 IEI 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 IEI, 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.

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.

Maximum Time Allowed in IEI

The maximum time to complete a full course of study (all 6 levels) at the IEI is 24 months. If a student does not complete the course of study in that time-frame, they will be ineligible to continue in the IEI and will receive a letter of dismissal.

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 of receiving the dismissal. 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. At this point, you will be required to meet with the Director of International Student Services at RCGA.

Academic Support

If a student is placed on probation, they will be provided academic support. Any student may request academic support as well. Please talk to your advisor.

The following academic support may be available:

1. Extra support from student's instructor
2. Academic Coaching
3. IEI Tutoring Center
4. Learning Center
5. Workshops (time-management, study skills, and test-taking skills)

Attendance Policy

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.

Students are required to maintain 85% attendance in all classes (no more than FOUR unexcused absences). If a student has more than four unexcused absences, the student may be placed on attendance probation, and international services will be notified which may compromise the student's visa status.

Makeup work is allowed if the student has not missed more than 4 unexcused absences or if the absence is excused, the student provides documentation, **and** the faculty member approves. Documentation examples: a doctor's note or some other note from an official.

Students must communicate with the instructor as soon as possible about any missed work and submit the makeup work within 2 class periods upon returning to class.

Students are expected to be on time to class. If students are late, the attendance percentage will be modified.

- *10-30 minutes late-marked as 75% present.*
- *More than 30 minutes late- marked as absent.*

Students can find their current attendance percentage in the Canvas course gradebook.

Some examples of an excused absence can be found [here](#).

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 Global Affairs 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

BSU Calendar

BSU's current academic calendar can be found [here](#).

IEI Calendar

The schedule of the IEI differs from the regular BSU schedule in that the semester is divided into two seven-week sessions or parts of term. In order to prepare for these sessions and to ensure a smooth transition in the middle of the semester, time for advising and program support is needed. The calendar dates are updated each session and can be found on the IEI administrative calendar in Outlook.

Holidays

The IEI follows Ball State University's holiday schedule. These dates are determined by Ball State University each academic year.

For more detailed information and exact dates for each semester, see the official [BSU academic calendar](#).

Final Exam Week

IEI classes do not have final exams on the same schedule as BSU's other classes. Final exam days of each session are designated by the department. Students will be informed of the schedule, and exam schedules will be posted in the IEI admin calendar and in the Student Canvas Community Sites.

IEI Class Schedule

The IEI class schedule will be determined based on student placement and student enrollment, which will take place before each session begins. Instructors will be given their teaching assignments as soon as possible. Most IEI classes meet four contact hours a week. **All schedules are subject to change.**

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.

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 a Student Complaint form

If you still feel that the response from the instructor is unsatisfactory, you can fill out a Student 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.

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.

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

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. The Student Community Canvas Shell has links to these 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)

The IEI Website has a list of [frequently asked questions](#) about admission, immigration, placement, student life, and programmatic questions.

Forms

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

- Authorization to Disclose Information Form (FERPA)
- Student Complaint Form
- 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

Appendix A

IEI Achievement Scale, Ball State University; Note: Beginning January 2024, the IEI will not offer levels 1, 2, and 3. Beginner level applicants can request to participate in a self-paced course offered by Lifetime Learning.

The highest level of the IEI is level 6. Students who successfully complete level 6 (receive a CR grade for each course in level 6) are released from the IEI. Course prefixes are IEI, ENIE, or ENEF. All IEI courses can be found in Ball State’s Undergraduate Catalog: <https://bsu.smartcatalogiq.com/2022-2023/Undergraduate-Catalog>

Level 1	This beginner level 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.					
CEFR Pre-A1	Writing 111	Grammar 112	Reading 113	Speaking 114	Listening 115	Cultural Experience 170
-Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary. -Can relay very basic information (e.g. numbers and prices) from short, simple, illustrated texts -Can understand the simplest informational material with photos or an illustrated story formulated in very simple everyday words/signs. -Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor.	[01] Identify parts of sentences [02] Produce sentences in simple present and simple past, and practice the writing process, especially proofreading. [03] Produce compound sentences with past, present and future tenses [04] Produce complex sentences with past, present and future [05] Use English settings to send emails [06] Ask WH questions about a topic of interest [07] Write responses in complete sentences to questions	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple sentences and questions using present tenses. [03] Recognize time order words [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Identify reading material title, author and table of contents. [02] Locate specific information in texts [03] Relate pictures and context to aid comprehension, draw conclusions, or make predictions about reading content. [04] Interpret the meaning of questions by answering them appropriately. [05] Interpret the relationship between ideas in a sentence that are connected by the simple connectors [06] Answer questions in complete sentences	[01] Respond appropriately to classroom directives. [02] Request information regarding class norms. [03] Report on likes, dislikes, going out, weather events, past events, employment, leisure activities, transportation [04] Summarize orally reported narratives in speech and writing. [05] Report verbally on important and frequently discussed topic [06] Provide an oral narrative of at least 10 sentences of a past event that was significant to them without prior preparation [07] Use a variety of greetings and leave-takings	[01] Describe the issue(s) presented in interviews and short videos [02] Answer questions regarding who?, what?, when, where?, why?, and how? about interviews, short videos, and short lectures [03] Identify key signal words that alert the listener to the main idea/s	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Participate in service projects in collaboration with the BSU community.

Level 2	While the previous level 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.
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CEFR A1	Writing 121	Grammar 122	Reading 123	Speaking 124	Listening 125	Cultural Experience 170
<p>-Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>-Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>-Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>[01] Produce clear, well-organized definition paragraphs</p> <p>[02] Produce clear, well-organized process paragraphs</p> <p>[03] Produce clear, well-organized descriptive paragraphs</p> <p>[04] Produce clear, well-organized opinion paragraphs</p>	<p>[01] Identify parts of speech.</p> <p>[02] Construct and respond to basic affirmative and negative simple and compound sentences and questions using present, past, and future constructions.</p> <p>[03] Recognize fragments and run-on sentences.</p> <p>[04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).</p>	<p>[01] Identify the referents and key signal words</p> <p>[02] Illustrate main ideas, implied main ideas and supporting ideas</p> <p>[03] Summarize readings</p> <p>[04] Employ context to understand sentence meaning</p>	<p>[01] Respond to a conversation in an appropriate manner, allowing for the continuation of the conversation</p> <p>[02] Make offers, issue invitations, request help in situations requiring formal language,</p> <p>[03] Request help in situations requiring informal language</p> <p>[04] Request and make an appointment in an academic setting, and respond appropriately to requests</p> <p>[05] Compare and contrast their home cultures with US culture.</p>	<p>[01] Explain main ideas given in a short lecture with the assistance of notes taken while viewing the lecture</p> <p>[02] Identify key signal words that alert the listener to a sequence of events</p> <p>[03] Identify key signal words that alert the listener to an effect/causes</p> <p>[04] Identify key signal words that alert the listener to the supporting idea/s</p> <p>[05] Describe the issue(s) presented in interviews and short videos</p>	<p>[01] Learn and practice computer literacy skills.</p> <p>[02] Identify main points of a lecture about a different culture and restate specific ideas.</p> <p>[03] Evaluate BSU services.</p> <p>[04] Participate in service projects in collaboration with the BSU community.</p>

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.					
CEFR A2	Writing 131	Grammar 132	Reading 133	Speaking 134	Listening 135	Cultural Experience 170
-Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). -Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. -Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	[01] Produce effective thesis statements [02] Effectively summarize a text [03] Effectively paraphrase key parts of a text [04] Write a well-organized comparison and contrast essay [05] Accurately include in-text citations from a single source [06] Demonstrate an understanding of the concept of 'intellectual property'	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using present, past, future, and conditional constructions. [03] Recognize and correct fragments, run-ons, and comma splices. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Distinguish relationships of readings [02] Explain purposes and tones of readings [03] Generate questions (who, what, when, where, why, how, yes/no) about a text [04] Draw inferences of reading	[01] Follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. [02] Enter unprepared into conversations on familiar topics.[03] Make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. [04] To show understanding of what is being heard in a conversation or a short audio text.	[01] Explain main ideas presented in a lecture with the assistance of notes taken while viewing the lecture [02] Identify the evidence used to support a speaker's claim/s or main ideas [03] Identify key signal words that alert the listener to a definition [04] Identify key signal words that alert the listener to an example [05] Summarize concepts discussed in a lecture	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Participate in service projects in collaboration with the BSU community.

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.
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CEFR B1	Writing 141	Grammar 142	Reading 143	Speaking 144	Listening 145	Cultural Experience 180
<p>-Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>-Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>-Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>-Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p>	<p>[01] Find appropriate websites for sources (APA)</p> <p>[02] Incorporate credible sources (into writing to support ideas and/or arguments)</p> <p>[03] Write a multi-paragraph cause and effect essay</p> <p>[04] Write a multi-paragraph persuasive essay</p>	<p>[01] Identify parts of speech.</p> <p>[02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses.</p> <p>[03] Recognize and correct fragments, run-ons, and comma splices.</p> <p>[04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).</p>	<p>[01] Demonstrate comprehension of nonfiction texts</p> <p>[02] Generate analysis/claims about the text</p> <p>[03] Support analysis/claims about the text with evidence from the text</p> <p>[04] Label figurative language as simile, metaphor, or personification</p>	<p>[01] Exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within their field with confidence.</p> <p>[02] Summarize and give their opinion about a short story, article, talk, discussion, interview and answer questions.</p> <p>[03] Serve in different roles for students in a group discussion</p> <p>[04] Start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions.</p> <p>[05] Identify aspects of one's pronunciation at the pragmatic, discourse level that may cause intelligibility problems for discourse participants/listeners</p>	<p>[01] Evaluate the argument presented in a listening passage using notes</p> <p>[02] Summarize concepts discussed in a lecture (with or without the assistance of notes)</p> <p>[03] Request information missed during a lecture from the instructor</p> <p>[04] Take accurate, thorough notes to aid in later recall</p>	<p>[01] Learn and practice computer literacy skills.</p> <p>[02] Identify main points of a lecture about a different culture and restate specific ideas.</p> <p>[03] Evaluate BSU services.</p> <p>[04] Evaluate student organizations and create a plan to join a student organization.</p> <p>[05] Participate in service projects in collaboration with the BSU community.</p> <p>[06] Create a presentation about one BSU academic service unit.</p>

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.
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CEFR B1+	Writing 151	Grammar 152	Reading 153	Speaking 154	Listening 155	Cultural Experience 180
<p>- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</p> <p>-Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>-Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>[01] Effectively incorporate sources into writing to support ideas and/or argument</p> <p>[02] Write a multi-paragraph problem-solution essay</p> <p>[03] Write a multi-paragraph narrative essay</p> <p>[04] Organize writing to promote clarity of ideas</p>	<p>[01] Identify parts of speech.</p> <p>[02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses.</p> <p>[03] Recognize and correct fragments, run-ons, and comma splices.</p> <p>[04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).</p> <p>[05] Analyze own writing and writing of others.</p>	<p>[01] Analyze the structure of readings</p> <p>[02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses.</p> <p>[03] Support analysis/claims about the text with evidence from the text, in written assignments.</p> <p>[04] Examine the author's perspectives</p>	<p>[01] Identify suitable topics for informative and argumentative speech.</p> <p>[02] Develop an argument that has a thesis statement supported by reason and credible evidence.</p> <p>[03] Produce and evaluate well-structured presentation.</p> <p>[04] Recognize body language and positioning.</p> <p>[05] Clearly present information based on knowledge of general pronunciation strategies and identified weakness</p>	<p>[01] Recall definitions, examples, and quotations from a listening passage with the use of notes</p> <p>[02] Based on an evaluation of an argument presented in a listening passage, explain what has been said in a listening passage with the assistance of notes taken while listening</p> <p>[03] Evaluate an argument presented in a lecture.</p> <p>[04] Take and support the position taken based on notes taken during a listening passage</p>	<p>[01] Learn and practice computer literacy skills.</p> <p>[02] Identify main points of a lecture about a different culture and restate specific ideas.</p> <p>[03] Evaluate BSU services.</p> <p>[04] Evaluate student organizations and create a plan to join a student organization.</p> <p>[05] Participate in service projects in collaboration with the BSU community.</p> <p>[06] Create a presentation about one BSU academic service unit.</p>

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.					
CEFR B2	Writing 161	Grammar 162	Reading 163	Speaking 164	Listening 165	Cultural Experience 180
-Can understand a wide range of demanding, longer texts, and recognize implicit meaning. -Can express him/herself fluently and spontaneously without much obvious searching for expressions. -Can use language flexibly and effectively for social, academic and professional purposes. -Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.	[01] Evaluate multiple aspects of an issue [02] Effectively incorporate sources into writing to support research paper [03] Complete a multi-paragraph research paper [04] Organize writing to promote clarity and consistency of ideas	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses. [03] Recognize and correct fragments, run-ons, and comma splices. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling). [05] Analyze own writing and writing of others.	[01] Demonstrate comprehension of the texts at the difficulty level of a former Ball State selected Freshman Reader [02] Support analysis/claims about the text with evidence from the text, both in written assignments and class discussion. [03] Generate thought-provoking questions about the assigned texts [04] Generate analysis/claims about the text.	[01] Give clear descriptions and prepared presentations on a wide range of topics, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. [02] Take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either themselves or the audience. [03] Develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. [04] Show clear understanding of what is being said relying on one's knowledge of the general pronunciation rules. [05] Apply turn-taking strategies. [06] Provide counterarguments and refutations intelligibility problems for discourse participants/listeners.	01] Explain what has been said in an authentic class-length lecture (at least 40-50 minutes) with the assistance of notes taken during viewing of the lecture after only one viewing [02] Recall information from an authentic class-length lecture (at least 40-50 minutes) viewed once on a previous day with /without the direct assistance of notes [03] Evaluate an argument from a persuasive monologue using notes taken while viewing [04] Analyze an argument from a lecture.	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Evaluate student organizations and create a plan to join a student organization. [05] Participate in service projects in collaboration with the BSU community. [06] Create a presentation about one BSU academic service unit.