



**Intensive English Institute
Student Handbook 2012-2013**

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Welcome!

Welcome to the Intensive English Institute (also called the IEI) at Ball State University (BSU)! The IEI is an exciting and dynamic place with students attending every year from many different countries and cultures.

This handbook is for IEI students in order to give important information about the IEI and Ball State University.

Students should use the handbook to find important information, dates, and sample forms. The handbook will also explain the responsibilities of an IEI student.

Dates in this handbook are for IEI students. The directions for IEI students are NOT the same as for students who are taking credit classes at BSU. This is important to remember when speaking to other BSU students. Also, there are different requirement needs for different "levels" of IEI students. More information about the IEI levels can be found later in the handbook.

There is a lot of information in the handbook. It was written to help you find answers to your questions about the IEI. There is information about being an international student and about living in the United States. If you have questions after you read it, please ask your IEI advisor.

We are excited to welcome you to Ball State University and to teach you English to help you to prepare for university life in the USA. We also are excited to learn about you and life in your country.

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.

Admission to the IEI and Ball State

Students may apply for study in the IEI, or they may apply for admission to Ball State University. If a student has applied only to study English, he is admitted for "IEI only" (admitted only for IEI, and not for any Ball State's academic program). If a student has been admitted to Ball State University, but has not reached a high enough level of English proficiency, that student is often given "conditional admission". Usually, students who are admitted "conditionally" will begin their academic classes while they complete the highest level in the IEI.

F1 and J1 Visa Holders

US Immigration requires that students studying in the US on an F1 or J1 Visa have to 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. Students are also 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 and before leaving the USA.

Location of the IEI

The IEI offices are in the Robert Bell building on the third floor. The main office is room 353 (at Ball State, we say "RB 353"). Also, most of the IEI instructors have their offices on the third floor. The IEI tutoring lab is also on the third floor in RB 359.

Organization of the IEI

Director

The Director manages and supervises the IEI. This person provides guidelines for present issues and future development. The Director is responsible for representing the IEI to the greater university community and to other people and schools in the teaching of English to speakers of other languages profession. The Director's office is room 333 in the Robert Bell building. The Director of the IEI is Dr. Mary Theresa Seig.

Associate Directors

The Associate Directors (ADs) support the Director by managing the daily operations of the IEI, and address daily student and instructor issues. There is an Associate Director of Student Affairs, Dr. Deborah McMillan, and an Associate Director of Curriculum, Mrs. Kathy Ramos. If students have a complaint about some aspect of the IEI, they should first contact their IEI advisor and follow the complaint procedures prior to making an appointment to see an Associate Director (see *Complaint Procedures*). The Associate Directors' office is room 353 in the Robert Bell building and their email addresses are demcmillan@bsu.edu and karamos@bsu.edu.

Program Coordinator

The Program Coordinator does many important things in the IEI. The Program Coordinator keeps student records and also communicates important information to the students in the IEI. The Program Coordinator is Ms. Kara Clark-Duquette. You can find her in the IEI office in RB 353. Her email address is kcduquette@bsu.edu.

IEI Faculty

The IEI faculty teach the IEI courses. They work hard to provide excellent classes that will challenge students to improve their English quickly and efficiently. Their goal is the same as the students' goal – to help them begin their academic coursework in their major fields of study. The IEI instructors come from all over the world and have much experience helping students to learn English.

IEI Advisors

Each IEI student has an IEI Advisor, who is also an IEI faculty member. Students will learn the names of their IEI advisors on their first day in the IEI. Students meet with advisor every session. Students should meet with their advisor if they have a problem with living in the United States or studying in the IEI. The role of the IEI advisor is to discuss IEI academic progress, give advice about complaints and change of level, assist in registering for IEI classes, and help solve any challenges faced in the United States. Advisors will not speak for students, but will help students speak for themselves. For example, if a student has cultural issues or issues with living in the USA or being a

BSU student, an advisor will refer the student to the proper on-campus service for support. The advisor does not make an appointment for students, but advises them in how to meet challenges appropriately in US culture.

Other Advisors:

It is important to note that students may have more than one advisor while studying in the IEI and at Ball State University. International student advisors are in (Rinker Center for International Programs) RCIP. The 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.

Once admitted to the university, students will be assigned an academic advisor. The academic advisor will give specific academic program advice.

Lab Tutors

The Lab Tutors are in charge of the IEI laboratory (or “lab”). The IEI laboratory is in RB 359. Lab Tutors provide tutoring services to students who would like assistance outside of class, or to students who may have been referred for tutoring by their IEI instructors. Students can make an appointment in person up to a week before the desired tutoring session. If a Lab Tutor is available when the student walks in, it may be possible to receive help immediately. The lab is not available when there is no Lab Tutor present. Lab hours are posted on the IEI lab door.

Structure of the Program

Curriculum Overview

Every new student takes the IEI placement test (see the Placement section). The IEI uses the placement test results to put students in one of the IEI’s seven levels. The beginning level is level F (or Fundamentals). 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 F and 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 six courses. The course descriptions are as follows:

Fundamental Level

The focus of this level is on the most basic English skills.

ENIEI 101: Fundamental Writing

This course focuses on the development of basic writing skills. Students will identify parts of the sentence, apply basic rules for writing, write sentences in different tenses, and practice the writing process, especially proofreading.

ENIEI 102: Fundamental Grammar

This course provides the foundations of language structure for the students. Key concepts covered in this course are parts of speech and basic word order. This course is a good place to learn the grammatical necessities of the English language.

ENIEI 103: Fundamental Reading

This course assists students in gaining and practicing recognition skills such as skimming and scanning for pre-level one reading development. It gives opportunities for developing reading comprehension and also provides the students with practice in the skills of responding appropriately to demonstrate comprehension of reading material.

ENIEI 104: Fundamental Oral Communication

In this course, students will learn how to respond appropriately to basic verbal classroom directions, make polite requests to an instructor, request information from others, introduce themselves and others verbally, and retell information from verbal introductions of others. They will also gain practice in reporting on important and frequently-discussed topics.

ENIEI 105: Extensive Reading and Keyboarding 1

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 an abridged reader.

ENIEI 106: Fundamental Vocabulary and Literacy

The focus of this class is on vocabulary acquisition, including the pronunciation and spelling of the words on the Level F word list. In this class, students are also introduced to the vowel sounds of English. Students also learn to recognize the different vowel sounds orally and in writing and match them with their IPA symbols.

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.

ENIEI 111: Level 1 Writing

This course focuses on advancing students' ability to express their thoughts and inquiries in written form by using the newly introduced tense at this level 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.

ENIEI 112: Level 1 Grammar

This course continues to introduce basic grammatical rules. Students continue to master simple verb tenses, basic parts of speech, and simple sentences. They are introduced to compound and complex sentences. Students also continue to learn how to ask and respond to questions appropriately. In addition, students are introduced to the different meanings of phrasal verbs, definite and indefinite nouns as well as adjective forms.

ENIEI 113: Level 1 Reading

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

ENIEI 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.

ENIEI 115: Extensive Reading and Keyboarding II

This course is designed to enhance students' reading fluency and typing speed. Two readers will introduce students to cultural concepts they may or may not be familiar with.

ENIEI 116: Level 1 Vocabulary and Literacy

The focus of this class is on vocabulary acquisition, including the pronunciation and spelling of the words on the Level 1 word list. Students continue to learn the IPA, increasing their knowledge of simple vowels and adding diphthongs and consonants.

Level 2

While previous levels introduced students to information necessary to function in an English speaking environment, this level explores the topic of US culture in general and at the university in more depth.

ENIEI 121: Level 2 Writing

This course teaches students to identify and write the following types of paragraphs: definition, description, process-analysis 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.

ENIEI 122: Level 2 Grammar

This course introduces more complex concepts of English grammar, such as modals. Students begin to analyze their grammar choices instead of simply applying the appropriate rule. However, this is still occurring at a basic level, and the beginning skills of grammar such as verb tense continue to be reinforced.

ENIEI 123: Level 2 Reading

This course focuses on increasing students' overall reading proficiency through reading practice of an authentic text. 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. The use of an authentic text can also provide opportunities to learn the structure of textbooks in the US academic classroom.

ENIEI 124: Level 2 Oral Communication

Through open-ended, in-class group discussion and a variety of activities, students learn about general cultural behaviors, beliefs, and expectations in the U.S. The focus for this course is to guide students in becoming yet more familiar with and comfortable in a new culture and to aid them in becoming integral participants.

ENIEI 125: Extensive Listening I

The purpose of this course is to have students improve both their discrete and global listening skills. Thus, the approach and assessment should be two-pronged, using both skills from the text *Sound Advice* (which is very much oriented towards distinguishing sound changes in spoken American English) and using episodes from a sitcom. Students at this level should understand the main idea/dilemma; produce a paragraph describing characters; and analyze politeness, formality, and gestures in the episode.

ENIEI 126: Level 2 Vocabulary and Literacy

Using a graded reader, students will identify the main idea in a reading, use context to identify unknown vocabulary, and identify specific figures of speech, such as metaphors, similes, and personification. They should also be able to generate and answer questions about a text and summarize accurately. Mastering the Level 2 word list is another major component of the course.

Level 3

Level 3 continues to introduce students to the skills necessary for success in the US classroom. Students begin to learn about the importance of research and its place in supporting both written and spoken academic discourse.

ENIEI 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 a summary/response essay. They also are introduced to topics such as incorporating citations, summarizing, and paraphrasing. Students are expected to acquire more than a basic understanding of intellectual property as they learn these skills. Instructors need to encourage the development of critical thinking skills and help students transition from personal statements and beliefs to writing and reflecting on an academic level.

ENIEI 132: Level 3 Grammar

In this course, students will review grammar features covered in the previous levels as well as learn more advanced structures. Students develop mastery in the interpretation and production of the tense-aspect system of English, paying particular attention to present perfect, present perfect progressive, and past perfect.

ENIEI 133: Level 3 Reading

Students in Level 3 engage in reading an authentic academic text as they use prior knowledge and comprehension strategies to understand the meaning. They also develop research skills by locating materials through CardCat.

ENIEI 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 including grammar, logical structures from writing, and vocabulary.

ENIEI 135: Extensive Listening II

The purpose of this course is to have students improve both their discrete and global listening skills. Thus, the approach should be two-pronged, using both the text *Sound Advice* (which is very much oriented towards distinguishing sound changes in spoken American English) and using authentic listening clips from news reports. The course requires a framework with different types of projects and testing for the two aspects of the course.

ENIEI 136: Level 3 Vocabulary and Literacy

The key goals of this course are to broaden and deepen learners' working vocabulary (Level 3 word list) and develop reading fluency. Generally, an abridged work of fiction is used for this purpose and dovetails nicely with some of the concepts that students work with at Levels 2 and 3 (e.g. inference, prediction, figurative language).

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.

ENIEI 141: Level 4 Writing

This course provides students with the strategies and skills needed to write and edit a two-page cause and effect essay and a three-page argumentative paper. The argumentative paper is a mini-version of the research paper that the students write in Level 5. Focusing on critical thinking as a foundation of the writing process, students will learn to accurately paraphrase, summarize, and synthesize peer-reviewed articles and cite sources using APA style.

ENIEI 142: Level 4 Grammar

This course focuses on grammatical features including the perfect and perfect progressive aspects, passive voice, relative clauses, and degree complements. Students continue to build on previous knowledge from earlier levels and work toward a better understanding in order to use the previous grammar rules in a meaningful way.

ENIEI 143: Level 4 Reading

This course focuses on guiding learners through the process of using authentic academic textbooks and databases. Students learn to locate argumentative texts for future research projects; acquire the skills to evaluate the objectivity, credibility, and appropriateness of texts and cited sources; and develop reading strategies for understanding the structure and content of argumentative texts.

ENIEI 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, 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 pronunciation goal of improving word stress use. The pronunciation goal is specifically limited in order to encourage students to focus on one area of difficulty for the duration of the course.

ENIEI 145: Level 4 Listening

This listening class introduces students to academic lectures and teaches them the skills they need to comprehend their content. Students learn to use their notes to successfully answer both detail-level and “big-picture” comprehension questions about a lecture. They also learn strategies, such as interpreting non-verbal cues, which can aid in comprehension of a lecture.

ENIEI 146: Level 4 Vocabulary and Literacy

This course focuses on improving reading fluency through reading a high-level abridged novel and mastering the Level 4 word list (part of the AWL). Students may struggle with the critical thinking skills they are expected to apply to the text, especially if they are not familiar with using a fictional work in an academic class. The instructor should emphasize the importance of comprehension, but also encourage students to increase their reading speed.

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, listening to longer passages, and writing full research papers.

ENIEI 151: Level 5 Writing

The primary goal is to teach students how to write a six-page argumentative research paper using a process approach that involves brainstorming, prewriting, database research, drafting, revising, and publication. Students also complete an annotated bibliography and write a series of 3-4 timed essays in preparation for the IEI final exam.

ENIEI 152: Level 5 Grammar

Students will build on their knowledge of previously learned structures and add more complex grammatical features such as sensory and causative verbs, modals of prediction and inference, and conditionals.

ENIEI 153: Level 5 Reading

This course offers a rigorous continuation of Level 4 academic reading, emphasizing critical reflection. Students will guess the meaning of words in context, identify main ideas, and trace arguments. Students will also paraphrase, summarize, and interpret graphs/tables/charts to demonstrate comprehension.

ENIEI 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 a research paper. Another area of difficulty can be using a persuasive tone while giving a presentation. In addition to the presentation focus, there is a pronunciation goal of improving intonation. The pronunciation goal is specifically limited to encourage students to focus on one area of difficulty for the duration of the course.

ENIEI 155: Level 5 Listening

The purpose of this course is to continue preparing students to comprehend academic lectures. While the course reinforces overall listening skills developed in level 4, it introduces students to the abstract thinking skills that they need to assess and support arguments presented in academic lectures. They will also be expected to understand a lecture after hearing it once.

ENIEI 156: Vocabulary and Literacy

This course focuses on improving reading fluency and comprehension through reading a popular novel and mastering the Level 5 word list (part of the AWL). Students may struggle with the critical thinking skills that the course expects them to apply to the text, especially if they are not familiar with using a fictional work in an academic class. The

instructor should emphasize the importance of comprehension, reinforce discussion skills, and encourage students to increase their reading speed.

Level 6

The purpose of this level is to provide final preparation for students for academic classes. At 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 completing any type of assigned writing.

ENEFL 161: Level 6 Writing

In this course students continue to 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 argumentative research paper of approximately 8-10 pages in length.

Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review. All of this work culminates in the writing of the research paper.

ENEFL 162: Level 6 Grammar

This course focuses on more advanced grammar features including various finite and nonfinite clauses; complex sentences; the verb system – tense, aspect, and voice; and determiners. Students will work on meaning and production while continuing to build on previous knowledge from past grammar courses. Students should also focus on self-correction and using the grammar learned in this course in authentic and meaningful ways.

ENEFL 163: Level 6 Reading

In this course, students practice critical reading with longer academic texts and apply reading strategies acquired in previous levels. They practice and develop advanced college reading skills (vocab in context, main ideas, inference, argument, etc.) and analyze texts to trace different types of arguments.

ENEFL 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. In addition to debate, students are encouraged to become aware of their own pronunciation difficulties and set their own goals for pronunciation improvement. The pronunciation goals for this course are intentionally broad so the instructor can focus on areas of student interest and difficulty.

ENEFL 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. Videotaped lectures provide the bulk of course materials.

ENEFL 166: Vocabulary and Literacy

This course focuses on improving reading fluency and comprehension through reading a BSU selected freshman reader and mastering the Level 6 word list (part of the AWL). Students should be encouraged to think critically and discuss the ideas presented in the reader. The instructor should emphasize the importance of comprehension, but also encourage students to increase their reading speed.

Each course meets for 4 hours every week. Full-time IEI students have 24 hours of class every week. A student receives 1.5 BSU credit hours for each course. Successfully completing an IEI level will result in an IEI grade of "Credit" for each course." When a student fails an IEI level, the student receives an IEI grade of "No Credit" for each course. Credits earned for IEI courses do not count toward a student's degree program. IEI credits allow students to become regular Ball State students after mastering the language skills. IEI courses are not included in grade point average calculations at Ball State University.

IEI Part-time / Full-time Study

There are two types of students in the IEI. A **full-time** IEI student is a student who is required to take 6 courses in the IEI. A **partial** IEI student is a level 6 student who is taking both IEI and academic courses. Undergraduate students must take a minimum of 12 credit hours, and graduate students must take a minimum of 9 credit hours. Some students are admitted to the IEI only, and can only study in the IEI. IEI-only students need to note that full-time level 6 courses are NOT offered during sessions one and three. This means that those who completed their level 5 at the end of the previous semester will then be enrolled in the IEI-Academic Bridge Program. Other students are conditionally admitted to Ball State University. Conditionally admitted students who have placed out of some level 6 courses, or are eligible to participate in the IEI Bridge Program may choose to study in the IEI either full-time or part-time.

Part-time Study in the IEI

By electing to be enrolled part-time in the IEI, the student will be allowed to take regular BSU courses up to the amount that the student would be considered full-time for Ball State purposes. For example, an undergraduate student who has tested out of two IEI courses may take the four additional IEI courses (1.5 credits each, or 6 credits) and up to three non-IEI courses (3 credits each, or 9 credits), for a total of 15 credit hours; graduate students who place out of one or more IEI courses may enroll in only one graduate course as a part-time student. However, by electing to be part-time in the IEI, the student will no longer receive the reduced IEI tuition rate and will be required to pay the full non-resident tuition for all courses (including IEI courses).

Full-time Study in the IEI

By electing 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 the semester. This may require the student to take additional courses for all part and/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.

IMPORTANT: Full-time or part-time study 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 an international student advisor at the RCIP and the Director of the IEI.

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 return. If the student places into a lower level, the student will have to start the IEI at that lower level. This applies to full-time and part-time students. If a partially released student leaves for two (2) consecutive sessions, that student could become a full-time student again based on test results after the student returns.

The IEI-Academic Bridge Program

The IEI has an initiative called the *IEI Academic Bridge Program* for full-time Level 6 students who have conditional admission to their respective academic programs. Participation will be decided on a case by case basis by a student's academic department. After students receive approval from their academic advisor, they will be partially released and allowed to spread their six level 6 courses over two successive sessions. Like part-time students, bridge students will not receive reduced tuition for IEI courses.

Course Numbers

At Ball State University, course numbers have a lot of information. A few example course numbers are below:

ENG 103, Section 27, Reference # 34526

ENIEI 131, Sec. 2, Ref. 27892

MATHS 113, S.13, R. 67345

Each course number begins with a prefix. The prefix explains what department the course is taught in. In the examples above, the prefixes are: ENG (for the English Department), ENIEI (for classes in the IEI), and MATHS (for classes from the Mathematical Sciences Department.) After the prefix is a number from 100-600. Numbers from 100-400 are undergraduate courses. Lower courses are typically easier

classes. Numbers from 500-600 are graduate classes. The IEI also uses the prefix ENEFL for its part-time students.

Each course number also has a section number and a reference number. In looking at the examples above, there are many abbreviations for “section” and “reference number” used at BSU. The section number tells how many different classes –or sections – of a particular course are available. Different sections of a course will meet at different times and might have different professors. The reference number is a specific number that students will need in order to register for their classes.

IEI Course Numbers

The course numbers in the IEI have a simple system. 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 are 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.

2 nd digit-Level:	0	Fundamental
	1	Level 1
	2	Level 2
	3	Level 3
	4	Level 4
	5	Level 5
	6	Level 6
	7	Level 7

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 or Oral Communication classes
- XX5 – Extensive Reading and Keyboarding or Listening classes
- XX6 - Vocabulary and Literacy classes

Examples: ENIEI 152 = Level 5 Grammar
ENIEI 141 = Level 4 Writing
ENIEI 133 = Level 3 Reading
ENIEI 116 = Level 1 Vocabulary and Literacy

Academic Calendar

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:

<u>Semester</u>	<u>Begins</u>	<u>Ends</u>
Fall	Late August	Mid-December
Spring	Early January	Early May
Summer	Mid-May	Late July

IEI Academic Calendar

The schedule for the IEI is a little different. The most important difference is that the IEI has two 7-week sessions in each Ball State semester. Each of Ball State's semesters is 15 weeks long. The first 7 weeks of the semester are for one session. The 8th week is to help the IEI prepare for the next session. During that week, students meet with their advisors and prepare for the next session. The remaining weeks are for the following session.

<u>Semester</u>	<u>Session</u>	<u>Begins</u>	<u>Ends</u>
Fall	1	Late August	Mid-October
Fall	2	Mid-October	Mid-December
Spring	3	Early January	Early March
Spring	4	Mid-March	Early May
Summer	5	Mid May	Late June
Summer	6	Late June	Early August

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](http://www.bsu.edu/calendar). These days could change slightly, so students should always check the official BSU calendar on the Ball State website:

<http://www.bsu.edu/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 lots 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 day 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.

Assessment

Placement Testing

The IEI uses a placement test to decide in which level students will begin to study. The IEI currently uses the ACT COMPASS ESL test.

The placement test has four different parts: listening, reading, writing, and grammar. Students take all four parts in one day. A computer grades the listening, reading, and grammar parts of the test. IEI instructors, the ADs, or the Director grade the writing part of the test.

Students take this placement for two different reasons:

1. Initial placement (mandatory for all new students) which places students into a "level"

2. “Re-Placement” to attempt to skip levels (optional for returning students)

Students take the same test for the two different reasons, but there are different rules for each reason. These rules are described in the next two sections.

Initial Placement

During the week before classes start every session, all new students must take the IEI placement test. The test is mandatory for all new students who have not submitted an appropriate TOEFL score to RCIP.

The IEI uses the test scores from the four different parts to place the students in one level. The student enters the level of their **THIRD highest score**.

Examples:

Student #1 earns the following scores:

Listening: Level 4

Reading: Level 3

Writing: Level 4

Grammar: Level 4

Student #1 enters Level 4.

Student #2:

Listening: Level 1

Reading: Level 5

Writing: Level 2

Grammar: Level 3

Student #2 enters Level 2.

Student #3:

Listening: Level 6

Reading: Level 2

Writing: Level 1

Grammar: Level 2

Student #3 enters Level 2

Student #4:

Listening: Level 5

Reading: Level 3

Writing: Level 3

Grammar: Level 5

Student #4 enters Level 3.

“Re-Placement”

If students are already studying in the IEI, they can also take the placement test. The students can use the test to try to move to a higher level. The test results can only help the student. The test results cannot move students down. To move up, students must show that they are advanced in **all** of the skill areas. Students can take the placement test at 4 different times during the year: during the last two weeks of fall semester, during the last two weeks of spring semester, during the last two weeks of the first summer session, and during the last two weeks of the second summer session. Students must make an appointment with Testing Programs when they do not have class. Testing Programs is in Lucina Hall, room 366. The phone number of Testing Programs is 765-285-1290. The IEI instructors will inform IEI students when the testing window is open, and appointments can then be made with the Testing Center. Appointments and registration can also be made online.

After taking the Re-Placement test, IEI instructors, the ADs, or the director grade the writing section. Students' level for the next session will either be their current level in the IEI, or the result of the re-placement test, whichever is higher. Often students take the re-placement test, but their score is lower than the current level they have completed in the IEI, so the results of the re-placement test are not counted.

Look at the “initial placement” section for some examples to explain how the test is scored. Remember, the score only counts if it is higher than the student's current IEI level.

The results of the re-placement test are available on Grade Receiving Day.

IMPORTANT NOTE: The placement test cannot replace grades for a class. Students can move up a level with the re-placement test even if they fail the level. However, the official grade that that student will earn will still be “No Credit.” Students must pass the class to earn the credit.

Change of Section Requests

Class lists are carefully put together after considering a number of pedagogical factors, so requests for changing sections are only considered for the following reasons:

1. A student has a medical condition supported by a doctor's note. For example, the student may have a condition that restricts the student's movement, so one schedule may be better since it provides enough breaks for that student to get from one building to the other.
2. A student has a child at a daycare that closes before the student's last class finishes.

Change of Level Requests

Students may request to move out of their proficiency level at the beginning of any session. Students may only request a change of level for two reasons:

1. Instructors have determined that the course material is too difficult or too easy for a student.
2. A student feels that the course material is too difficult or too easy for them.

Returning students will be considered for a change of level request if and only if, they:

- passed the previous level, and
- obtained a 90% or above as a *total* score for **each** class (the class + the exam)
- were not already re-placed to a higher level by the re-placement test

New students may also request a “change of level” if they feel they have been “misplaced” by the placement exam results. New students are those who are enrolled in their first session at the IEI.

Students must follow these steps if they wish to move out of their current proficiency level:

Step 1: Students must talk to their advisors and instructors *within the first week/four hours of class time in the new session*. Their advisors will discuss changing levels with them. If the student still wishes to change their level then the advisor will move to step 2.

Step 2: The student’s advisor will get a change-of-level form. The student must fill out the form and provide the following information: name, current level, requested level, signature and so on. The student’s instructors and advisor will also sign the form.

Step 3: The student’s instructors will provide information to the student’s advisor to give to the ADs with examples of the student’s class work and quiz results. The class work/quiz results must demonstrate that the student is misplaced in the level. They must show that the student has mastered all of the learning objectives for the student’s current level. This information is due to the IEI office **before the end of the first week of classes or before the first 4 class periods have passed. The student’s advisor is responsible for making sure that one of the ADs receives this information.**

Step 4: After the student’s form and instructors’ evidence have been given to one of the ADs, the Director and ADs will review the documents and make a decision about the student’s request. The student and the instructors will be informed of the decision via email before the second week of classes begins. If the student’s form and instructors’

evidence are not submitted by the announced deadline, then the Director and ADs will not consider the student's request. The decision that the Director and ADs make is final.

The Director and Associate Directors will consider only these things when making the decision:

- Does the evidence show that the student is in the wrong level?
- Is there enough space for the student in the new level? (In other words, is there room in the courses at that level for the student?)
- (For **returning students** who want to move up to the next level) Does the student have a history of success in the IEI? Does the student have all grades of 90% and above in every class?

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. This is a percentage that is calculated from a student's *course grade* and the student's *final exam grade*. The *final exam grade* carries a weight of 25% of the overall grade. The formula for calculating a student's *total grade* 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 a course. If a student earns a 73% or higher, then 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.

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 a student passes the level, then he will receive "Credit" for all courses in that level. If he does not pass the level, then he 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 classes do not have finals during the Ball State finals week. IEI finals take place during the last two days of each session. The IEI final exam schedule is determined during the last full week of each session. If a partial 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 Associate Directors at least 48 hours **before** the exams.

At the beginning of each session, students can pick the grade reports for their previous session. Notices will be posted on IEI bulletin boards announcing when and where grade reports can be picked up. The grade report will tell students the percentages that they earned in each of their IEI courses for the session that they just completed.

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 F-5:

There are two requirements for passing a level and moving up to the next level. Students must meet BOTH of these requirements:

1. They must pass at least 5 of their 6 courses. That means they must earn a 73% or higher in 5 or more of their courses.
AND
2. 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 students meet both of these requirements, they will move up to the next level.

If a student does not meet one or both of these requirements, he will repeat the level the next session.

Examples:

Student #1 received the following grades:

ENIEI 131 (Level 3 Writing)	81
ENIEI 132 (Level 3 Grammar)	82
ENIEI 133 (Level 3 Reading)	95
ENIEI 134 (Level 3 Oral Communication)	75
ENIEI 135 (Level 3 Extensive Listening II)	90
ENIEI 136 (Vocabulary and Literacy)	78
Average	83.5 (grades are rounded to the nearest tenth)

Student #1 received a grade of 73% or higher in all of his courses, so he passed all of his courses. His average grade was an 83.5. Therefore, he met both requirements. In the next session, he will move up to level 4 and take level 4 courses.

Student #2 received the following grades:

ENIEI 131 (Level 3 Writing)	64
ENIEI 132 (Level 3 Grammar)	73
ENIEI 133 (Level 3 Reading)	51
ENIEI 134 (Level 3 Oral Communication)	23
ENIEI 135 (Level 3 Extensive Listening II)	75
ENIEI 136 (Vocabulary and Literacy)	80
Average	61.0

Student #2 received 3 grades that were below 73% (131, 133, and 134). His average grade was a 61%. Therefore, he did not meet either of the two requirements. In the next session, he will repeat level 3. He will take level 3 courses again.

Student #3 received the following grades:

ENIEI 131 (Level 3 Writing)	73
ENIEI 132 (Level 3 Grammar)	48
ENIEI 133 (Level 3 Reading)	80
ENIEI 134 (Level 3 Oral Communication)	73
ENIEI 135 (Level 3 Extensive Listening II)	81
ENIEI 136 (Vocabulary and Literacy)	75
Average	71.7

Student #3 received 5 grades that were 73% or higher (131, 133, 134, 135, and 136). However, his average grade was 72%. Therefore, he did not meet the second requirement. In the next session, he will repeat level 3. He will take level 3 courses again.

Student #4 received the following grades:

ENIEI 131 (Level 3 Writing)	70
ENIEI 132 (Level 3 Grammar)	98
ENIEI 133 (Level 3 Reading)	93
ENIEI 134 (Level 3 Oral Communication)	67
ENIEI 135 (Level 3 Extensive Listening II)	95
ENIEI 136 (Vocabulary and Literacy)	69
Average	82.0

Student #4 received 3 grades that were lower than 73% (131, 134, and 136). Therefore, he did not meet the first requirement. His average was 82%. He did meet the second requirement. However, he must meet both requirements. In the next session, he will repeat level 3. He will take level 3 courses again.

Requirements for Passing Level 6:

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

Grade Receiving Day

On the first day of a new session, students meet with their advisors and receive their grade reports for the previous session. This is known as Grade Receiving Day. On Grade Receiving Day, advisors may discuss academic progress with returning students.

Ball State posts grades on the BSU website at the end of each semester. Because IEI grades for the first session of a semester are registered in the Ball State system as “mid-semester grades” and not final grades, they will not be visible on the website until the end of the semester. Students who wish to know their grades from the first session of a semester must get their grade report from their advisors on Grade Receiving Day. Furthermore, the BSU website will only show Credit or No Credit for all courses, so students must refer to their IEI grade report to know their grade for each course.

Registration

After receiving grade reports, advisors will assist students with their registration. New students will also be assisted by their advisors. Students who do not register will not be able to attend classes.

Dropping a Course

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

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

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

Partial IEI students 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 partial IEI students do drop an IEI course, they will have problems registering for the next semester.

Textbooks and Technology

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, especially those 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 many of their textbooks used. 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.

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.

Blackboard

Blackboard is an online tool for teachers and students to help with course management. Some teachers will set up a blackboard 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 getting familiar with the way it works.

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.

Attendance Policy

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. This may be a different expectation from some students' cultures. This means that instructors expect students to be at their desks, with appropriate writing materials and textbooks for the class out on the desk. Students should arrive early for class, at least two or three minutes before the class begins, to prepare adequately for the lesson. Instructors often give out important information at the beginning of the class. Every student needs to be there to hear it.

Students must attend all IEI classes all the time. Each class builds upon skills learned previously, and missing a few classes in a row can be harmful to students' learning and grades. In addition, many IEI classes depend on student interaction and creating a community. When students are absent, this changes the way the class works together and is harmful for all students. Being absent may hurt (negatively affect) final class grades.

Remember, attending class is not optional. It is a mandatory part of the learning experience. It is students' responsibility to ensure that they are in class, on time every day.

Although each instructor may deal with absences differently, there are some departmental guidelines that students should be familiar with.

Definition of Absence:

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).

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), but **in general**, excused and unexcused absences are defined by the following criteria:

Unexcused Absences

Most of the time, when a student is absent, he receives an unexcused absence. An unexcused absence is an absence without a valid reason for being absent. Check your syllabus to find out how your instructors define unexcused absences.

Excused Absences

Excused absences are given when students must be absent from class for a valid reason. Check your syllabus to find out how your instructors define unexcused absences. **Keep in mind that some instructors do not make a distinction between *excused* and *unexcused* absences.**

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.

Definition of Tardy:

"Tardy" means late. Specifically, a student is considered late 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.

Student Responsibilities Related to Absences and Tardies

If an absence is due to illness, the instructor should be notified before the next day's class. Students can leave messages at 285-2044 (IEI Office) or email their instructor. If a student misses class because of a field trip, the student must bring the instructor a note from the instructor of that class **one week before the absence**, explaining the reason for the planned absence. 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 hours to ask about the assignment.

Regular attendance is expected.

Unexcused absences and tardies can affect a student's grade.

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.

It is the student's responsibility to find out this information before his next class. It is also his responsibility to get copies of all worksheets or other materials before the next class. Students should also be careful not to accumulate too many absences as this can affect their grades through penalties as well as through missed class time and work.

Cell Phones

Cell phones in American universities are usually expected to be on silent or vibrate while students are in class.

Disruption Policy

The following Ball State Disruption policy can be found in the section called Appendix Q - Responding to Disruption in the Academic Setting. This policy can also be found here on the Ball State website:

<http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/APPENDIXQ.aspx>

Students need to familiarize themselves with the Ball State University disruption policy. Under each section is a summary of what the policy section means. Students should carefully read it, and talk to their IEI advisor if they have any questions.

Disruption by a student in a Ball State classroom or other academic setting is a violation of the *Code of Student Rights and Responsibilities* (<https://sitecorecms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/Introduction.aspx>)

Obstruction or Disruption

Obstructing or disruption includes obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University-sponsored activity, pedestrian or vehicular traffic, classes, lectures or meetings, obstructing or restricting another person's freedom of movement, or inciting, aiding, or encouraging other persons to do so.

Definitions

“Disruption” is defined as any “behavior a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of” an academic setting.

Some behaviors or single incidents of some behaviors are not the focus of these guidelines. These include but are not limited to coming late to or leaving early from class, tapping fingers, chewing gum, reading a newspaper, and using electronic devices without authorization. While annoying and distracting, these usually can be addressed effectively through conventional classroom management techniques that include addressing behavior expectations in the syllabus and during the first class period, in-class intervention, and speaking to a student after class.

However, students who exhibit behaviors listed above and who do not respond to reasonable intervention, who exhibit more severe behaviors, or who violate another University policy in an academic setting (e.g., intoxication, weapons policy violation) should be referred for adjudication through procedures outlined in the *Code of Student Rights and Responsibilities*:

(<https://sitecorecms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/Introduction.aspx>). Such behaviors include but are not limited to

- a. repeated and unauthorized use of cell phones, pagers or other technical devices,
- b. persistent speaking without being called upon or disregarding instructor’s requests,
- c. making loud or distracting noises,
- d. making physical or verbal threats, and
- e. engaging in behaviors reasonable people consider intimidating.

"Academic Setting" is defined to be a classroom, office, laboratory, library, field experience site, online forums or other venues where instruction, advising, or service occurs.

Guidelines for Intervening When Disruption Occurs

Faculty members and administrators have the authority to instruct the student to leave temporarily the academic setting where disruption is taking place. For instance, in the case of a classroom setting, the faculty member may instruct the student to leave for the remainder of a class period. The student should be told the reason for this request and instructed to meet with the instructor, one of the IEI ADs, or a staff member from the Office of Student Rights and Community Standards prior to returning to the next class. The instructor should promptly inform the IEI Director, the IEI ADs, and the Office of Student Rights and Community Standards of the situation. If the student refuses to leave, University Police should be called and requested to remove the student from the academic setting.

Suspensions for more than one class period or restrictions from entering a service office require disciplinary procedures outlined in the *Code of Student Rights and*

Responsibilities.

These procedures, conducted by the Office of Student Rights and Community Standards, include notifying the student of the complaint, providing the student with an opportunity in a hearing to defend against the complaint, and ensuring the decision is made based on substantial information.

Outcomes of disciplinary procedures can include finding the student not responsible or finding the student responsible for a violation of the *Code of Student Rights and Responsibilities*

(<https://sitecorecms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/Introduction.aspx>). Sanctions imposed can range from official reprimand to suspension or expulsion in the most severe cases.

A student may also be restricted from returning to a specific classroom or to using an alternative method of accessing services. In the case of restriction from a specific class, the student may be withdrawn administratively from the class with transcript notation (i.e., W, WP, WF, etc.) to be determined by nature and severity of disruption, timing of withdrawal, and other relevant circumstances.

Academic Honesty

The following is from the Ball State University Code of Students Rights and Community Standards. This is the section called the Student Academic Ethics Policy (Section VII).

The policies can be found here on the Ball State website:

<http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/VIIEthicsPolicy.aspx>

Below are the exact words of the Ball State University policy. Under each section is a summary of what the policy section means. This summary will help IEI students understand the difficult language in the policies.

Introduction

Honesty, trust, and personal responsibility are fundamental attributes of the University community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. 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.

In the United States, being honest about schoolwork is very important. Professors and university officials are very serious about this. They feel that if a student is not honest about his work or if he cheats, then this can hurt the whole university.

Academic Dishonesty

Academic dishonesty involves violations of procedures which protect the integrity of the coursework completed by a student.

Academic dishonesty includes, but is not limited to the following:

Violations of procedures which protect the integrity of a quiz, examination, or similar evaluation, such as:

- a. Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
- b. Copying from another person's paper;
- c. Communication with, providing assistance to, or receiving assistance from another person in a manner not authorized by the faculty member;
- d. Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
- e. Taking a quiz or examination or similar evaluation in the place of another person;
- f. Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
- g. Changing material on a graded examination and then requesting a re-grading of the examination;
- h. The use of any form of technology capable of originating, storing, receiving or sending alphanumeric data and photographic or other images to accomplish or abet any of the violations listed in parts a through g.

This policy defines cheating as any of the following things:

- a. Getting the answers to a test, quiz, or exam from the textbook, notes, or some other place; -Instructors can give students permission to use these, but if an instructor does not give permission to use them, it is cheating.
- b. Copying answers from another student's test, quiz, or exam;
- c. Talking during an exam, quiz, or test when not allowed to talk; This includes sending emails, text messages, talking on the phone, or other forms of communication. Students cannot communicate with other students or anyone else except the instructor.
- d. Having or buying copies of the test, quiz, or exam or having something else that will help on the test, quiz, or exam that students are not allowed to have;
- e. Taking someone else's test, quiz, or exam for him; In other words, a student cannot take a test, quiz, or exam for someone else and write the other person's name on it.
- f. Asking someone else to take a test, quiz, or exam that the student needs to do by himself;
- g. Changing answers on a test, quiz, or exam that was already graded and then asking the instructor to re-grade it; Students cannot change something that was already graded, and then ask the instructor to re-grade it.

- h.** Students cannot use any electronic devices to do any of the things already discussed. Even if a student cheats through email or text message, it is still cheating!

Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as:

- a.** Submitting an assignment purporting to be the student's original work which has been wholly or partly created by another person;
- b.** Presenting as one's own work, ideas, representations or words of another person without customary and proper acknowledgment of sources;
- c.** Submitting as newly executed work, without faculty member's prior knowledge and consent, one's own work which has been previously presented for another class at Ball State University or elsewhere;
- d.** Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.

Plagiarism is a very serious offense in the United States. Plagiarism can mean any of the following things:

- a.** Turning in an assignment that someone else wrote -even if the other student or person only wrote part of the assignment;
- b.** Turning in an assignment that takes ideas or words from another person and does not properly cite the words or ideas to show that they do not belong to the student; If a student takes the words or ideas from another person, the student must cite his source properly. Students will learn about this in IEI writing classes.
- c.** Turning in work to an instructor that the student has already turned in to another instructor at Ball State or at any other place; and
- d.** Allowing another person to turn in the student's work as his own.

Other forms of academic dishonesty include:

- Falsely claiming to have completed work during an internship or class group assignment.
- Claiming to do work during an internship or group project but not really doing it.
- Cooperating with another person in academic dishonesty, either directly or indirectly as an intermediary agent or broker.
- Helping other students cheat. Students can be punished for helping another student cheat.
- Knowingly destroying or altering another student's work whether in written form, computer files, art work, or other format. Students cannot damage another student's work in any way.

- Aiding, abetting, or attempting to commit an act or action which would constitute academic dishonesty.
- Trying to cheat even if the student is unsuccessful. Even in such cases the students can be punished.

Consequences of Plagiarism and Cheating: Consequences, on BSU and IEI Specific Bullet Points

Some of the severe consequences of plagiarism are failure of the class, being expelled from school, cancellation of a visa, having a grade changed in a class where the plagiarism was not caught until after the grade had been assigned, or having a degree revoked when plagiarism was detected after the degree was awarded. The actual consequence, including assigning a failing grade for the class, is up to the instructor and the Associate Directors.

Course Evaluations

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:

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

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

A student might be afraid to evaluate an instructor because he feels that the instructor will become angry. However, there are several ways that the university protects students' identity:

1. Students do not write their names on their evaluations.
2. The instructor may not be in the room while students work on their evaluations
3. Since evaluations are typed, instructors will not know who completed the evaluation.
4. The instructor cannot see his evaluations until after he has 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.

Student Resources

IEI Laboratory and Tutoring Center (RB 359)

The IEI lab serves students in two ways:

- Offers a tutoring service for IEI students
 - Students who are on academic probation meet with a lab tutor for two (2) hours each week.
 - Students who would like extra help on their coursework, or have been referred to a lab tutor can schedule an appointment with a GA in the lab up to a week before the desired appointment time.
- Walk-in computer lab for students
 - Students who simply want to use the lab facility (e.g. use a computer) are welcome to check-in whenever the lab is open.

The IEI lab/tutoring center is usually open Monday through Friday and attended by an IEI instructor. Hours are subject to change every session.

There are a number of resources available to IEI students to use in the lab. These include:

- Computers (word processing and Internet access)
- Video materials
- Audio materials
- Voice recorders
- Audio recorders

Complaint Procedures

STUDENT COMPLAINTS

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

A student's IEI advisor can assist him with any step of this process. This is a very serious process. Students will be required to sign the complaint if they submit it to an Associate Director.

1. Speaking directly to instructors about complaints

Students must check their instructor's office hours and make an appointment after class to talk to their instructor. The instructor may have another class right after your class ends and may not have time. Also, the conversation should be in a quiet place like the

instructor's office. Students should describe their problem and discuss it respectfully. Students can respectfully ask for clarification of policies and explanations of homework after class, but they are encouraged to ask those kinds of questions during class by raising their hand and waiting for the professor to call on them. In the United States, instructors expect students to be engaged in their own learning process. They expect students to keep up in class, to work diligently on homework and class work, and to communicate with them. They expect students to talk to them about those needs and problems that are related to class work. They also expect students to ask questions in class. If students have a question or do not understand, it is probable that 3 or 4 other students did not understand either. It is expected that students raise their hand, wait for the teacher, and ask questions.

In short, the first person students must talk to first about their problems is their instructor. There are several strategies for discussing a problem with an instructor. The strategy that students should choose depends upon the seriousness of the problem:

- Students should respectfully ask for clarification or explanation of policies and assignments after class. Students should ask them to explain it again so that students can understand it, but students should remember that the instructor may have another class in another building in ten minutes.
- Students can talk to their instructor during office hours and discuss the issue.
- Students can send an email to the instructor with a question or request for an appointment to discuss the problem.

If students need help deciding which approach to choose, they should talk to their IEI advisor.

2. Seeking advice from an IEI Advisor

One of the IEI Advisor's responsibilities is to advise students in culturally appropriate ways to deal with problems that students encounter in their academic life. It is not the Advisor's job to advocate to instructors for students, so students should not ask or expect their Advisor to do so.

If a student has tried to speak to his instructor repeatedly, but discussions have been unsatisfactory, then he could ask for advice from his IEI Advisor. The IEI Advisor can give advice about ways to communicate with the student's instructor.

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

3. Meeting with an Associate Director

If, however, the student still feels that the response from the instructor is unsatisfactory, he can make an appointment to see an Associate Director to seek additional advice

regarding the issue. Students should make an appointment in the main IEI office to meet with an Associate Director.

When students meet with an Associate Director, the following procedure will be followed:

1. Students will complete a written complaint which includes a timeline of attempts and meetings with instructor and advisor to resolve the issue.
2. The IEI Associate Director will review the timeline and interview the student.
3. The IEI Associate Director will meet with the instructor and share the written complaint with the instructor.
4. One week after being informed of the complaint, the instructor will submit to the IEI Associate Director a response that includes a timeline as well as adaptations that have been adopted in the classroom (if necessary).
5. From the student and faculty documents, the AD will make a final decision about the complaint, and communicate it in writing to the student and faculty member.

** The AD may deviate from these steps, particularly in lower levels when a translator becomes necessary. In order to equitably receive and evaluate student concerns, the AD has the option to accept written statements in languages other than English from students who are recognized as unable to produce effective documents in English. Translations will be acquired by the IEI as needed for formal and informal responses.

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

For all other IEI-related questions, first talk to your IEI advisor.

Course Grade Review and Appeal Process

Department Grade Review Process

A student wishing to review a final grade must inform the instructor, or an IEI Associate Director in the instructor's absence, within two (2) school days after the final grade is given by your IEI advisor. The student's request for review of the grade must be submitted in writing (via letter or e-mail) to the faculty member. After the instructor receives your request, the instructor will provide you with a detailed breakdown of your class grade.

Grade Appeals - Adapted from the Student Code (6.5):

Introduction

This process includes any appeal of a final grade (pass-fail or letter grade) for a classroom course, field experience, clinical, student teaching, practicum, internship or externship. Appeal of removal from a course in the middle of a term (involuntary withdrawal) would be subject to departmental procedures, not the grade appeal process, unless a failing grade was issued. Students considering an appeal of a final grade are encouraged to meet informally with their instructor before submitting a written appeal.

NOTE: Time deadlines in the following procedures are intended to provide a framework for the grade appeal process and may be extended, as circumstances warrant, by the Director of Student Rights and Community Standards or by the Associate Provost.

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 an IEI AD in his or her 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.

STEP 2: *Resolution by Institute's Associate Director.* If the matter cannot be resolved with the instructor, the student may notify an IEI AD within two (2) school days after the date of the instructor's response. This notification shall be made via letter or e-mail to an IEI AD and should outline the nature of the dispute.

STEP 3: The IEI AD will then attempt to resolve the dispute. If resolution is successful, the AD shall inform the student and the instructor of the nature of the resolution in writing. If the matter cannot be resolved, the AD 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 AD. The student may then choose to proceed with a university appeal.

University Grade Appeal Process

- a. *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.

b. *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:

- 1) An obvious error in the calculation of the grade.
- 2) 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.
- 3) The assignment of a grade to a particular student on some basis other than performance in the course.
- 4) 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.

IEI Exam 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, the IEI's exams are standardized and utilized repeatedly from semester to semester. Therefore, 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 outlined below.

Appointments for Exam Review

In order to be granted access to an exam, students must request an appointment with one of the Associate Directors and indicate which exam(s) they would like to review. Before coming to an appointment, the student must read the exam appeal policy. Appointments are made by speaking with the office personnel in RB 353. Exam review appointments will only be granted before the end of the first week of the next session in which the student enrolls. Therefore, if the student takes an exam at the end of Fall semester, Session 1 and wishes to appeal that grade, he/she must do so before the end of the first week of Fall semester, Session 2 (assuming he/she is enrolled in that session). If the student takes the exam at the end of Spring semester, Session 4, he/she may request of review of the exam by the end of the first week of Summer

semester, Session 5, or if he/she does not enroll in one or either summer session, then by the end of the first week of the next Fall session, in which he/she enrolls.

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

- (1) The student has requested the appointment within the appropriate time frame.
- (2) The student has indicated that s/he has 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 a student who has been authorized is allowed to view the exam. One other individual may accompany if the student's consent has been documented in satisfaction of FERPA requirements.

The student will come to RB 353 at the scheduled appointment time. He/she will be allowed access to the exams in question for a period of no more than 60 minutes under the supervision of an Associate Director.

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

- Writing tools, i.e. pens, pencils, markers.
- Cell phones
- Laptop computers or other information storage devices (including but not limited to iPods, PDAs, etc.)
- Video or still cameras

While viewing the exam, the student may ask questions of the Associate Director. 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 the student identifies problems with the assessment, he/she will report the specific nature of these to the Associate Director who will record two pieces of information:

- (1) The nature of the alleged discrepancy (i.e. upon what grounds the student is appealing the grade).
- (2) Specific details regarding the discrepancy (i.e. the question/item #, the mathematical inaccuracy, etc.).

The list of items will be reviewed at a later time by the Associate Director, who will issue a final response in consultation with other members of the IEI administration and the faculty grading team. Within one week, the student will be informed of the result of his grade appeal.

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**.

1. 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:

1. The student provides an appropriate or correct response to an item, but is not awarded credit for the item.
2. An error has occurred in the mathematical calculation of the final grade.

Student Rights and Responsibilities

Students need to know that they DO HAVE RIGHTS. Students have the right to an education that is free from abuse, harassment and unfair treatment. This extends to the administration of the university, the instructors, and the other students. Students also have the right to expect a safe environment and have a responsibility to ensure that others exist in a safe environment as well. It is each student's job to make sure that he is always upholding the expectations and standards of the school.

Students also have the right to a fair hearing if they feel that their rights are not being upheld. This includes, but is not limited to, the right to seek recourse if the student feels he is not being treated fairly.

One of the things students are protected from is discrimination. If a student feels that he is being discriminated against, the University has made sure that there are ways that the student can express his concerns. This goes two ways, however, and the student also has the responsibility to make sure that he is not discriminating against other students.

Discrimination based on gender, sexuality, religion, race, skin color, language, nationality, culture or age is **not tolerated** under any circumstances.

The Ball State University Student Code describes all of student rights and responsibilities. It can read it here:

<http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode.aspx>

However, some of the language can be difficult to understand. If there are any questions about rights, students are advised to speak with their IEI advisor. IEI advisors will be able to help or direct students to people who can.

International Studies at BSU:

The Rinker Center for International Programs offer services to the campus including International Student Services, International Admissions and the Study Abroad. You can attend one of the many international programs, join an international student organization or learn about opportunities to study outside the United States. You can make appointment to see an International Student Advisor, the International Student Academic Advisor or other members of the Rinker Center Staff by calling (756) 285 - 5422. Immigration advising sessions occur Monday through Friday from 2pm to 4pm on a walk-in basis for questions and problems that require a few minutes time. Longer questions or more complex problems usually will require a scheduled appointment.

Important Immigration Vocabulary

SEVIS: The Student Exchange Visitor Information System. This is the computer database that allows communication between Ball State and the U.S. Government. School Officials record information about F-1 or J-1 students and the U.S. Government monitors the status of all international students in the US.

DSO: A Designated School Official is a Ball State employee that is authorized to sign immigration documents and advise a student on maintaining F and J status while in the U.S. All DSOs are located in the Rinker Center for International Programs.

I-20 or DS-2019: These are official documents issued by Ball State Indicating that you are eligible to attend Ball State University. The I-20 (F-1) and the DS-2019 (J-1) are one of the four important documents (including your Passport, Visa, and I-94 card) that indicate your status in the US.

Maintaining F-1 or J-1 Status

In order to maintain your F-1 or J-1 Status you must:

- Enroll in a full course of study.
- Get permission from DSO before you drop below a full course load.
- Make normal progress towards completing the course of study.
- Maintain a valid passport and I-20 or DS-2019.
- Tell a DSO within 10 days if you change your address or legal name.
- Talk to a DSO if you wish to change schools, extend your studies or change your degree program.
- Only work on campus (if authorized by a DSO) for less than 20 hours per week while school is in session.
- Not work off-campus without special authorization.

- Not stay in the United States beyond the time you are allowed.

Please refer to the “Maintaining your F-1 or J-1 Student Status” booklet (available from the Rinker Center for International Programs) for more detailed information.

Travel Information

Planning is the key to avoiding unexpected delays when you travel outside the United States. Students should plan what they will need for their trip several weeks in advance.

Make sure that you have the following items when traveling outside the United States:

- Passport (passport must be valid for at least 6 months)
- U. S. Visa (you may need to visit a US consulate to renew the visa while you are outside the US).
- I-20 or DS 2019 signed for travel by a DSO. Signatures are good for 1 year and need to be requested at least a week before you travel.
- New financial documents showing that you can pay for school.
- Transcripts or Enrollment verification letters. You can collect transcripts or have them mailed from the Registrar’s Office in Lucina Hall B-43.
- Keep copies of important papers in both your carry-on luggage and in your checked luggage.

If you are traveling in the United States, you should carry your passport and I-20 with you at all times. You might need to present these documents in the event that you are stopped by any government official (police, border patrols, immigration officers, etc).

Renewing/Applying for a Visa

If your Student Visa has expired while you are in the US, you will need to visit a US Consulate to renew the visa on your next trip outside the US. Make sure that you plan ahead and have sufficient time to get a new visa. Some Consulates have long wait times. You will not be able to return to the US without a new visa if your old one has expired. Information about each consulate (and their specific process) can be found at www.usembassy.gov.

Returning to the United States

When returning to the U.S., students should be prepared for long waits at the initial port of entry. Different routing procedures may be used for students. Students will need to plan their travel, transportation, and connecting flights accordingly.

US Customs and Practices

Moving to a new country (or continent!) can be both an exciting and scary process. You are likely to experience something called “culture shock”, which is when the differences between your home and the US can become difficult to deal with.

Don't worry, you are not alone! Most people when living in a new place encounter culture shock to one degree or another, and there are lots of resources here to help you adapt.

The next few pages provide some advice for specific customs here in the US. If you ever feel lost or confused, check back here for some helpful hints, or ask a friend!

General Hints for Living in the US

Smoking: Smoking is not permitted inside any building on the Ball State campus. If you smoke, there are designated smoking areas you can use. If you're not sure, you can look for signs, or just ask! But be aware many Americans do not approve of smoking and Muncie has made it illegal to smoke indoors at restaurants and businesses.

Alcohol: In the United States, a person must be 21 years old to drink alcohol legally. Underage drinking and supplying alcohol to an underage person are both crimes in the United States. Also drinking and driving has severe legal penalties.

U.S. Social Customs

Language: It is recommended that students use English as much as possible while studying in IEI. Frequent usage of English will make the adjustment to living in the U.S. easier and will greatly increase the likelihood of academic success.

Food: American food might be quite different from the food in your home country. Take the time to try a variety of American foods to find out what you like. Part of the fun of being in a new country is discovering the food and culture of the country.

Time: In general, Americans value punctuality. When specific times are given for events, it is expected that everyone involved will be on time or maybe a little early.

Names: Use "Mr.," "Mrs.," or "Ms." when you speak to people, especially when they are older than you or in formal situations. If someone tells you to call them by their first name, then you can do that.

Eye Contact: In the United States, eye contact is very important. Maintaining eye contact shows interest and honesty.

Polite Words: Use words and phrases such as "please," "excuse me", and "thank you" in your conversations.

Questions: In the United States, asking questions is seen as a good way to learn and show interest. Students are encouraged to ask questions in class.

Visiting Someone's Room or Office: Many Americans keep their office or dorm room doors open when they are in the room. Before you enter the room, you should still knock or ask if it is okay for you to enter the room.

Negotiating Prices: In the United States, the price listed on a product is generally not negotiable. The exception to this is high priced items such as cars and houses.

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, 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 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?

When students arrive at Ball State University, they will take the ACT COMPASS ESL test. After assessing students' listening, reading, writing, and grammar skills, they are placed in an appropriate level in the IEI.

Can students appeal their level placement or the grades that they receive in their classes?

Yes, this handbook outlines the processes for re-placement and grade appeal. Read pages 15-16 to get more information.

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 will it take to learn English? 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, F through 5, depending on their English language proficiency, and they can move at any rate through these levels, or even skip levels, depending on how their English proficiency develops. Serious and hard-working students who participate fully in class work and the broader university community improve their English language

proficiency quickly. 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.

Are students allowed to leave the United States during breaks?

This is possible, but students need to contact the Rinker Center 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 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 which might arise. Read page 24 to get more information.

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

Some level 6 students may take academic courses through the bridge program. The procedure for this is outlined in this handbook on page 10. 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.

Glossary

academic advisor: The academic advisor is the person from a student's academic program that has been assigned to help them with their academic program. This person will help students with registration and answer all questions about their academic program.

IEI advisor: The IEI advisor is the IEI instructor to whom a student has been assigned. This is the person who can answer all questions about the IEI and about student life here at Ball State.

International student advisor: the person takes care of all immigration papers and answers questions about visas. This is the person that students **MUST** see if they plan to travel outside the US. This person can be found at the Rinker Center for International Programs (RCIP).

bursar: This is the office that deals with billing (tuition) and payment. It is located in room B31 in Lucina Hall.

bursar hold: A bursar hold is placed on a student's account when they do not pay all the money that they owe Ball State. A bursar hold may prevent students from registering for classes and/or from being released from the IEI.

health center hold: A health center hold is placed on a student's account when they have not provided the health center with all the required medical records or when they still need to take some more tests and/or vaccinations. A health center hold may prevent students from registering for classes and/or from being released from the IEI.

registrar: This is the office where official student records are kept. This is also the place where students can get a copy of their official Ball State transcript.



IEI CHANGE OF LEVEL REQUEST FORM

Name of Student _____

New Returning (grades for previous session are all 90% or higher)

Current Level: _____ Requesting to change to Level: _____

Reasons for change request:

All instructors must attach evidence to this form and indicate whether or not they are recommending the proposed change of level.

Skill	Instructor's Signature	Evidence Attached		Recommended	
		Yes	No	Yes	No
Writing		Yes	No	Yes	No
Grammar		Yes	No	Yes	No
Reading		Yes	No	Yes	No
Oral Communication / Speaking		Yes	No	Yes	No
Ext. Reading and Keyboarding / Listening		Yes	No	Yes	No
Vocabulary and Literacy		Yes	No	Yes	No

Waiver:

I understand that if I am allowed to change my proficiency level, I am not allowed to reverse my decision once I start the new level. I hereby assume all risks associated with a change of proficiency level, including but not limited to being responsible for all topics previously covered in the new level. I further agree not to hold Ball State University and/or the Intensive English Institute (its Director, Associate Directors, and instructors) liable should I fail the new level.

I hereby certify that I am voluntarily signing this change of proficiency level form, and I intend to be bound by the terms of this agreement. I have read all the information and fully understand their significance.

Student's Signature _____ PRINT Student's Name _____
 Student's Email _____

Director/Associate Director's Signature _____ Date _____
 Decision _____ Determined by _____ Date _____



IEI PART-TIME STUDY FORM

There are two types of students in the IEI. Some students are conditionally admitted to Ball State University. Other students are admitted for IEI study only. For students who are conditionally admitted and place out of one or more IEI courses may choose to be part-time or full-time IEI students. IEI Only students may only study in the IEI, irrespective of their language level.

Part-Time Study in the IEI

By electing to be enrolled part-time in the IEI, the student will be allowed to take regular BSU courses up to the amount that the student would be considered full-time for Ball State purposes. For example, an undergraduate student who has tested out of two IEI courses may take up to three non-IEI courses, for a total of 15 credit hours; a graduate student who has placed out of one or more courses may take only 1 graduate course if he/she is concurrently enrolled in the IEI. However, by electing to be part-time in the IEI, the student will no longer receive the reduced IEI tuition rate and will be required to pay the full non-resident tuition for all courses (including IEI courses).

Full-Time Study in the IEI

By electing 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 the semester. This may require the student to take additional open topic courses, 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.

I, _____, understand the policy stated above and the consequences of this decision. I have elected to:

_____ Be enrolled part-time in the IEI. By making this selection I am also stating that I have spoken with either an RCIP or Ball State Bursar representative about the change in tuition that this choice comes with.

_____ Be enrolled full-time in the IEI. By making this selection I am also stating that I understand that I am eligible for part-time study, but I am choosing not to take academic classes this semester.

Semester/ Session _____

Student Signature _____

Date _____

Advisor's Signature _____

Date _____

Some Important Abbreviations

CR: Credit

EFL: English as a Foreign language; technically this refers to English learned/taught in a non-English-speaking environment.

EIL: English as an International Language

ESL: English as a Second Language; technically this refers to English learned/taught in an English-speaking environment.

ESLG: English for Specific Language Groups (used in the IEI Library)

ESP: English for Specific Purposes; English for specific subject/career areas.

ETOC: English Texts from Other Countries (used in the IEI Library)

IEI: Intensive English Institute

IEP: Intensive English Program(s)

NC: No Credit

R: Thursday (used at Ball State University)

RB: Robert Bell Building

RCIP: Rinker Center for International Programs

TEFL: Teaching EFL (see EFL)

TESL: Teaching ESL (see ESL)

TESOL: Teachers of English (or Teaching English) to Speakers of Other Languages; this is an umbrella term that includes both (T)ESL and (T)EFL.

TOEFL: Test of English as a Foreign Language; the standard English test for non-native speakers.