

BALL STATE UNIVERSITY

INTENSIVE ENGLISH INSTITUTE STUDENT HANDBOOK 2014-2015





Intensive English Institute
Student Handbook
2014-2015

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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 requirements 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 this 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, that student is admitted for "IEI only" (admitted only to the IEI, and not for any Ball State 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". Often, students who are admitted "conditionally" may 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 maintain full-time status every semester they are studying. For the IEI, that means students must be enrolled in all six courses for each of their levels in the IEI, in each session. Students are required to stay enrolled as full-time students for the entire semester.

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

Location of the IEI

The IEI offices are in the Robert Bell (we call this building RB) building on the third floor. The main office is room 353. Also, most of the IEI instructors have their offices on the third floor. The IEI tutoring lab is also on the third floor in RB 350.

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 of the IEI is Dr. Mary Theresa Seig. Students may make an appointment with the Director by speaking with the IEI office staff.

Associate Directors

The Associate Directors (ADs) support the Director by managing the daily operations of the IEI and addressing 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 the Associate Director for Student Affairs (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.

Assistant Director

The Assistant Director supports the ongoing programmatic and instructional development of the IEI with regard to technological and pedagogical practice, research within the IEI community, and grant acquisition and execution. The Assistant Director for Development is Mr. Phil Boltz, and his office is located in room 332 in the Robert Bell building. His email address is pboltz@bsu.edu. In the event that students need to speak with the Assistant Director, they should make an appointment.

Program Coordinator

The Program Coordinator does many important things in the IEI. The Program Coordinator keeps student records. 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.

Academic Coordinator

The Academic Coordinator does many important things in the IEI. The Academic Coordinator assists the associate directors with curricular and student matters in the IEI. She also communicates important information to the students in the IEI. The Academic Coordinator is Ms. Elaina Buchmeier. You can find her in the IEI office in RB 353. Her email address is ELBUCH@bsu.edu.

IEI Faculty

The IEI faculty members 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, as soon as possible. The IEI instructors come from all over the world and have a lot of experience helping students to learn English.

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

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

Tutors

The Tutors are in charge of the IEI Tutoring Center. The Tutoring Center is in RB 359. Tutors provide free 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 Tutor is available when a student walks in, it may be possible to receive help immediately. The Tutoring Center is not available when there is no Tutor present. Hours are posted on the IEI Tutoring Center 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), and the final level is level 6 (advanced, academic English).

Every level in the IEI must be passed to complete the IEI. From the beginning levels of 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.

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 simple present and simple past, and practice the writing process, especially proofreading.

102: Fundamental Grammar

This course provides the foundations of language structure for the students. Key concepts that need to be communicated are parts of speech and basic word order. This course is a good place to teach the grammatical necessities of the English language. Students may have varying degrees of grammar knowledge and accurate usage; this should be accounted for in lesson planning.

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.

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.

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 two abridged readers.

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. They must learn to recognize the different vowel sounds orally and in writing.

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 English.

111: Level 1 Writing

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

112: Level 1 Grammar

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

113: Level 1 Reading

This course is designed to help students develop reading and vocabulary skills. The topics in this course are real-world 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.

114: Level 1 Oral Communication

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

115: Extensive Reading and Keyboarding II

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

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 are introduced to 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 provides a more in-depth exploration of university culture.

121: Level 2 Writing

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

122: Level 2 Grammar

This course introduces more complex concepts of English grammar, such as additional modals, phrasal verbs and prepositions. At this level, there is a particular emphasis of collaboration with the speaking instructor in terms of using modals. There is also additional focus on gerunds and infinitives, pronouns and prepositions.

123: Level 2 Reading

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

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.

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 *Sound Advice* (oriented toward distinguishing sound changes in spoken American English) for discrete skills and using selected videos for global listening comprehension skills.

126: Level 2 Vocabulary and Literacy

Using a graded reader, students will identify the main idea in a reading, use context to build understanding, and identify specific figures of speech. 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.

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 reaction essay. Students are expected to acquire more than a basic understanding of intellectual property as they learn use sources. 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.

132: Level 3 Grammar

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

133: Level 3 Reading

Students in Level 3 engage in reading controversial, authentic texts as they use prior knowledge and comprehension strategies to understand meaning and join in the conversation of the topic.

134: Level 3 Oral Communication

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

135: Extensive Listening II

The purpose of this course is to have students improve both their discrete and global listening skills. Thus, the approach should be two-pronged, using both skills from *Sound Advice* (oriented toward distinguishing sound changes in spoken American English) for discrete skills and *Lecture Ready 2* for learning to comprehend short lectures). The course requires a framework with different types of activities for the two aspects of the course.

136: Level 3 Vocabulary and Literacy

The key goals of this course are to broaden and deepen learners' working vocabulary and develop reading fluency. An abridged reader 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.

141: Level 4 Writing

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

142: Level 4 Grammar

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

143: Reading

This course focuses on improving reading fluency through reading a high-level abridged reader. The instructor should introduce reading skills to analyze, evaluate and demonstrate a holistic understanding of the text. Students may struggle with critical thinking skills; instructors should model strategies.

144: Level 4 Speaking

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

145: Level 4 Listening

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

146: Level 4 Vocabulary and Literacy

This course has a dual focus: academic reading and academic vocabulary. Students read academic texts that encourage critical thinking. In particular, students concentrate on recognizing and evaluating evidence used to make claims. At the same time, they focus on mastering the Level 4 word list (part of the AWL). The required textbook *Essential Academic Vocabulary* is an excellent resource for both reading comprehension as well as vocabulary acquisition.

Level 5

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

151: Level 5 Writing

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

152: Level 5 Grammar

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

153: Reading

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

154: Level 5 Speaking

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

155: Level 5 Listening

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

156: Level 5 Vocabulary and Literacy

This course has a dual focus: academic reading and academic vocabulary. Students read academic texts that encourage critical thinking. In particular students concentrate on evaluating claims and comparing arguments. At the same time, they focus on mastering the Level 5 word list (part of the AWL). The required textbook *Essential Academic Vocabulary* is an excellent resource for both reading comprehension as well as vocabulary acquisition.

Level 6

The purpose of this level is to provide final preparation for students for academic classes. By the end of the level, they should be able to take notes and participate in an academic classroom, as well as read any assigned text or complete any type of assigned writing.

161: Level 6 Writing

In this course students learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized research-driven argumentative academic essay of approximately 1,200-1,500 words. Students will use library databases to search for sources, identify a research topic of their own, and create an annotated bibliography. All of this work culminates in the writing of an argumentative academic essay.

162: Level 6 Grammar

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

163: Reading

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

164: Level 6 Speaking

The focus of this course is on both debate and pronunciation. The purpose of debate in this course is to help students develop critical argumentative and thinking skills. Instructors should be aware that students often struggle with appropriately incorporating sources into their arguments and in maintaining strong arguments based on those of the other side. 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.

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.

166: Level 6 Vocabulary and Literacy

This course has a dual focus: academic reading and academic vocabulary. Students read academic texts that encourage critical thinking. In particular students concentrate on evaluating claims and comparing arguments. At the same time, they focus on mastering the Level 6 word list (part of the AWL). The required textbook *Essential Academic Vocabulary* is an excellent resource for both reading comprehension as well as vocabulary acquisition.

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

IEI Part-time / Full-time Study

There are three types of students in the IEI: full-time IEI students, part-time IEI students, and IEI-only students. A **full-time** IEI student is a student who is required to take 6 courses in the IEI. Most students in the IEI are full-time students. A **part-time** IEI student is a level 6 student who is taking both IEI courses and academic courses. Some students are admitted to “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 (August) and three (January) of each academic year. 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. For further details, IEI students can discuss their part-time enrollment with the International Academic Student Advisor in RCIP. An IEI-only student is also classified as a full-time student.

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 the International Academic Student Advisor in RCIP and the Director of the IEI.

Part-time Study in the IEI

Students are only eligible for part-time academic studies if they meet the following three requirements: they have been authorized by the IEI, they have been approved by RCIP, and the IEI-Academic Bridge program is available. 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. 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).

Part-time undergraduate students must take 12-18 credit hours. For example, an undergraduate student who has completed two IEI courses may take the four remaining 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. An undergraduate student taking all of the level 6 IEI courses should take no more than 9 academic credit hours.

Part-time graduate students must take 9-12 credit hours. Graduate students who have completed one or more IEI courses may enroll in only one graduate course as a part-time student. Also, a graduate student taking all of the level 6 IEI courses should take no more than 3 academic credit hours.

Due to IEI scheduling, part-time students may only take academic courses after 1:00 p.m.

NOTE: During summer, part-time students may only take academic courses if they are also enrolled in the IEI.

Full-time Study in the IEI

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

Due to the length of the IEI Summer session, full-time Level 6 students are not allowed to take academic courses in Ball State's Summer Session 2.

The IEI-Academic Bridge Program

The ***IEI Academic Bridge Program*** is designed 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 department, they will be partially released and will enroll in their six remaining level 6 courses over two successive sessions: four courses in the first session and the remaining two courses in the second session. Please note that the IEI-Academic Bridge program is not offered in the summer.

NOTE: Like part-time students, bridge students will not receive reduced tuition for IEI courses.

Course Numbers

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

ENG 103, Section 27, Course Reference Number (CRN) 34526

ENIEI 131, Sec. 2, CRN 27892

MATHS 113, S.13, CRN 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 and ENEFL (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 CRN. In looking at the examples above, you can see that there are many abbreviations for “section” and “course 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 CRN 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

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:

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

IEI Academic Calendar

The schedule for the IEI differs from the schedule for academic classes at Ball State. Ball State academic semesters are 15 weeks long. The IEI has two 7-week sessions in each Ball State semester, except for the summer semester. The IEI offers only one 7-week session during the summer semester. In the IEI, each 7-week session begins with a day for meeting with your advisor and registering for classes. The last week of the session ends with final exams. The calendar is below. For this year's more detailed calendar, IEI students can refer to the IEI website or to the IEI bulletin board outside the office.

Semester	Session	Begins	Ends
Fall 2014	1	August 18	October 8
Fall 2014	2	October 13	December 9
Spring 2015	3	January 5	February 25
Spring 2015	4	March 9	April 28
Summer 2015	5	May 11	June 30

Advising Day

Advising Day is the first day of a new session. This is the day when new students and levels F-3 students meet with their advisors to register for classes. This is also the day when returning students schedule their exam reviews, request course grade reviews and sort out registration problems. Part-time level 6 students are expected to fill out and sign their [IEI Part-Time Study Form](#). On Advising Day, advisors may also discuss academic progress with returning students.

At the beginning of each session, students are able to view their grades on Blackboard. If students have questions or trouble viewing their grades they can come to their advisor for help on Advising Day. Students have access to a report that states their course grade, final exam grade, and final average per class and overall average, but they may need assistance locating it in Blackboard. Students also can view CR/NC information for the level in Banner.

Ball State makes course grades available via mybsu.edu. At the end of each term, students can view CR/NC for each level. While mybsu.edu only shows CR/NC for a level, students can view more detailed grade information via their Blackboard "My Grades" tool.

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 a lot of sunlight in the summer, but not much sunlight in the winter.

This means that in the spring, people must set their clock one hour forward. For example, people change their clocks from 10:00 to 11:00 on Daylight savings 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 and/or the ADs grade the writing part of the test.

Students take this placement test 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 or IELTS 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 “re-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 in levels F-5 must show that they are advanced in **all** of the skill areas.

Level 6 students may take the re-placement test in order to test out of some or all Level 6 classes. To place out of a Level 6 class, students must score above a 95 in that particular skill area only. For example, if a student has above a 95 in the grammar section of the replacement test but a less advanced score on the writing section, that student does not have to take the grammar class (163) but *does* have to take the writing class (161).

Students can take the re-placement test at 3 different times during the year: during the last two weeks of the fall semester, during the last two weeks of the spring semester, and during the last two weeks of the summer session. Students must take the test at a time when they do not have class. Testing Programs is in Lucina Hall, room 366. The phone number of Testing Programs is 765-285-1290. It is the IEI student’s responsibility to make an appointment for the test. The program coordinator will inform IEI faculty and students when the testing window is open. A notice is also available on the IEI bulletin board. Online registration is made by each IEI student.

After taking the re-placement test, IEI instructors and/or the ADs grade the writing section, and a computer grades the listening, reading, and grammar parts of the test.

Students' levels 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 Advising Day (the first day of each session).

IMPORTANT NOTE: The re-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.

Placement after Taking a Break from the IEI

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

Change of Level Requests

Students may request to move out of their proficiency level during the first two days of a new session. The deadline for completing the [Change of Level Form](#) with your advisor is Friday, 12:00 p.m. of Week 1 of the 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. Students feel that the course material is too difficult or too easy.

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 final 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 advisor and instructors within the first two days in the new session (by Friday 12:00 p.m. of Week 1). Their advisor will discuss changing levels with them. If students still wish to change their level, then the advisor will move to Step 2.

Step 2: The student's advisor will have the student fill out the [Change of Level Form](#) and sign it. If the student requested to move down a level, the advisor will have the student fill out the [Request to Move Down a Level Consent Form](#). The student's instructors will recommend whether the student should be moved and sign the form.

Step 3: The student's instructors will add information and a recommendation to the form. Instructors will include a sample of the student's work or results from diagnostic exams. If the instructor recommends that the student's level be changed, the student's work or diagnostic must show that the student has mastered all of the learning objectives for the student's current level.

Step 4: The student's advisor is responsible for making sure that one of the ADs receives this information by the deadline. After the student's form and instructors' evidence have been given to one of the ADs. The 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 by Wednesday of Week 2. **It is very important that students check their email for the decision. If their level was changed, they should start attending their new classes on Wednesday of Week 2.**

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

The 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:

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

Students must earn a *total grade* of 73% or higher (“C” or better) in a course. If a student earns a 73% or higher, he or she will pass the course. If a student does not earn at least a 73%, then he or she will not pass the course. To clarify, any score below 73.0% is not considered passing, including scores such as 72.45%, 72.5%, and 72.99%.

There is a second type of grade used in the IEI. The second type is the Ball State University official grades. “Official” means that these grades are the grades that someone will see if they look at a student’s university transcript. Students can also request a copy of their transcript from the Registrar. Students should remember that for each level they will receive one grade: “Credit” or “No Credit.” If students pass the level, then they will receive “Credit” for all courses in that level. If they do not pass the level, then they will receive “No Credit” for all courses in that level. Level 6 is an exception. In level 6, students will receive a grade for each of their courses. If students want to learn more about how to pass a level, they should read the “Requirements for Passing a Level” section below.

Final Exam

IEI 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 posted on the bulletin board 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.

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

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). Her average grade was a 61%. Therefore, she did not meet either of the two requirements. In the next session, she will repeat level 3. She 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, she did not meet the first requirement. Her average was 82%. She did meet the second requirement. However, she must meet both requirements. In the next session, she will repeat level 3.

Student #5 received the following grades:

ENIEI 131 (Level 3 Writing)	76.5
ENIEI 132 (Level 3 Grammar)	61.2
ENIEI 133 (Level 3 Reading)	74.1
ENIEI 134 (Level 3 Oral Communication)	78.1
ENIEI 135 (Level 3 Extensive Listening II)	73.2
ENIEI 136 (Vocabulary and Literacy)	74
Average	72.85

Student #5 received 1 grade that was lower than 73% (132). His overall average is 72.85%, which is lower than 73.0%. He only failed one class, which is allowed; however, he did not meet the requirement of having an average of 73.0% or above. In the next session, he will also have to repeat level 3.

Student #6 received the following grades:

ENIEI 121 (Level 3 Writing)	75.8
ENIEI 122 (Level 3 Grammar)	65.6
ENIEI 123 (Level 3 Reading)	75.2
ENIEI 124 (Level 3 Oral Communication)	78.2
ENIEI 125 (Level 3 Extensive Listening II)	73.4
ENIEI 126 (Vocabulary and Literacy)	72.8
Average	73.5

Student #6 had an average of 73.5%, so she met the requirement of having an average above 73.0%. However, she failed 2 classes (122 and 126), so she will have to repeat level 2.

Requirements for Passing Level 6:

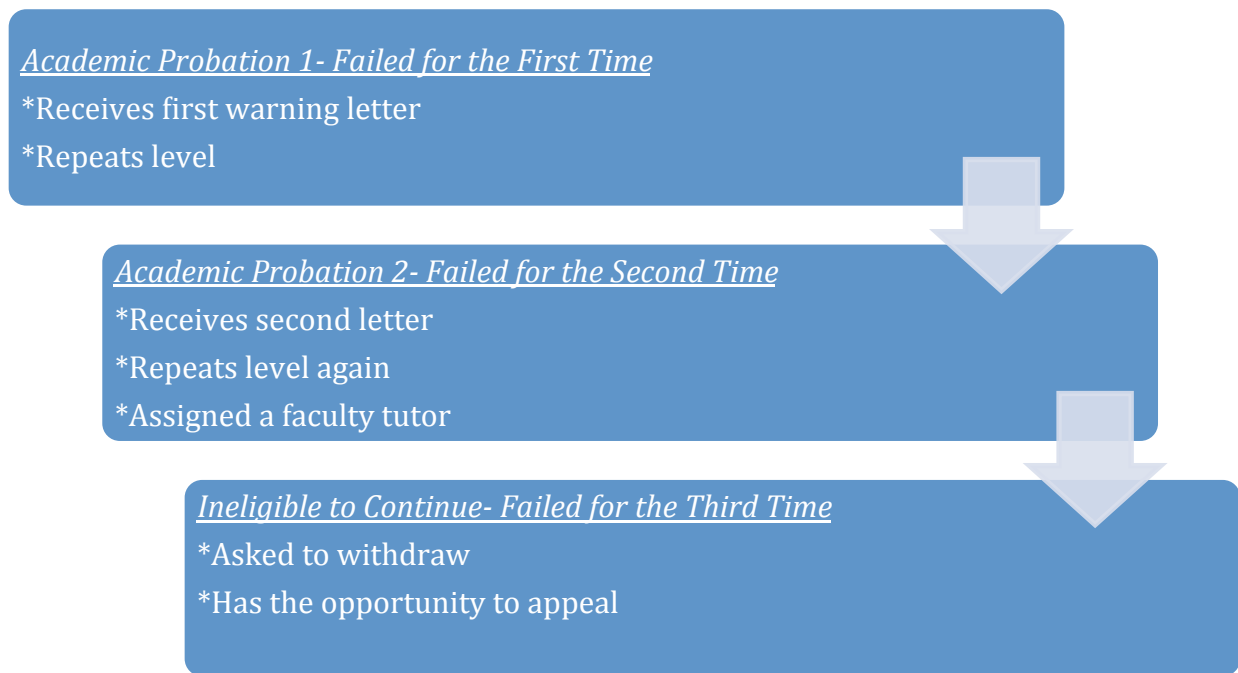
Because classes in Level 6 are the final capstones for each of the skills, students in Level 6 are required to complete each course with a final grade of 73% or higher. If students receive a grade lower than 73%, they must repeat that course in the next session. However, they must only repeat the course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

Academic Retention and Probation Policy

The Intensive English Institute has a rigorous plan of study designed to prepare students for their academic programs. Like other educational institutions in the US, Ball State expects its students to progress in a timely manner. We understand that all students do not progress at the same pace and may need some additional support. Therefore, the IEI's Academic Retention and Probation Policy was designed to assist

and guide those students who have difficulty improving their English proficiency. The IEI administrators and instructors want to make sure that academic support is available for those students who are serious about improving their English proficiency so that they can begin their academic studies.

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



Academic Probation 1- Failed for the First Time

- If you do not meet the requirements to pass the level, you *must* repeat the level during the next session you attend, AND you will be placed on *academic probation 1*. You are placed on *academic probation 1* as a warning that you are in jeopardy of being asked to leave the IEI.
- You will be informed of your probationary status in a letter from the Associate Director for Student Affairs during the first week of the new session.
- The probation status is removed when you pass the level at the end of the session during which you are on probation.

Academic Probation 2- Failed for the Second Time

- If you are placed on *academic probation 1*, and you fail the level again you will be placed on *academic probation 2*.
- At this point, you will be assigned a faculty tutor, and you should meet with the tutor to arrange a plan for extra/additional work to assist you with your IEI classes.
- You will be informed of your probationary status in a letter from the Associate Director for Student Affairs during the first week of the new session.
- If you do not meet with your tutor and do the work, you may be dismissed from the IEI program.

Ineligible to Continue- Failed for the Third Time

- If you fail the level while you are on *academic probation 2*, you will be asked to withdraw from the IEI. You will receive your letter of dismissal from the AD for Student Affairs by Advising Day.

If you are asked to leave the program and want to appeal the decision, you may appeal your *ineligible to continue* status to the IEI Academic Probation Committee. If the appeal is accepted and you are reinstated, you will be placed on *academic probation 3* and must pass the level. If you fail again, you will be ineligible to continue in the IEI program. If the Committee denies your appeal, you are allowed to reapply to the IEI after waiting at least two consecutive IEI sessions. You also may be accepted for academic study with an approved TOEFL or IELTS score.

Make an appointment to see the IEI Associate Director for Student Affairs if you wish to appeal. See the next page for the appeal procedures.

Partial Level 6 students:

Partial Level 6 students also follow the above policy. If a Partial Level 6 student reaches the “Ineligible to Continue” status in one of their classes, they will be asked to withdraw from the IEI. If a Partial Level 6 student does not desire to continue taking IEI classes, they are encouraged to prove their ability by showing an approved TOEFL or IELTS score.

Procedures for Appeals

- If you fail while on academic probation 2 and you have been asked to withdraw, you can choose to appeal your *ineligible to continue* status to the IEI Academic

Probation Committee (IAPC) if you believe that extraordinary circumstances beyond your reasonable control contributed to the failure/s and merit an exception to the rules.

- You must write a letter of appeal to the Associate Director of Student Affairs within two (2) school days after the official Advising Day. You need to clearly outline the nature of the circumstances and provide supporting documentation. Only written statements of appeal are accepted by the IAPC. It is the student's obligation to check his/her academic status on the date published by the IEI.
- Within two (2) school days after receipt of the written appeal, the Associate Director of Student Affairs will convene a meeting of the IAPC, which is charged with reviewing all appeals. The committee meets only once per session and will not consider letters of appeal received after the deadline. Decisions of the committee are final, and there is no appeal in the IEI beyond that body. You will receive a letter with the committee's decision within one (1) school day.
- If your appeal is accepted, you will be reinstated. You will be placed on *academic probation 3* and you must pass the level. If you fail again, you will be ineligible to continue in the IEI program.
- If the IAPC denies your appeal, you will be ineligible to attend the Intensive English Institute for a minimum of two sessions. A denial, however, does not prevent you from meeting the University English Proficiency requirement through TOEFL or IELTS testing. At this point, you will be required to meet with the Director of International Student Services at RCIP.

Academic Support

Academic support is available for all students. Tutoring sessions take place in the IEI Tutoring Center (RB 350). The schedule for tutoring sessions changes each session. While students on academic probation are given first priority to schedule tutoring sessions, any student may go to the Tutoring Center when a tutor is available.

IEI Tutoring Center

The IEI tutoring center serves students in two ways:

- Offers a free tutoring service for IEI students
 - Students who are on academic probation meet with a tutor for one (1) hour each week.
 - Students who would like extra help on their coursework or have been referred to a tutor can schedule an appointment with a tutor in the center up to a week before the desired appointment time.

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

Registration

In order to attend IEI classes, students must register using the Self Service Banner found at my.bsu.edu. Registration times and access information are often unique for various groups.

Unregistered students are expected to meet with their IEI advisor on Advising Day (the first Monday of each session) to complete their IEI course registration. Advisors will assist unregistered students. Students who have holds cannot be registered. It is *your* responsibility to resolve all holds, so that you will be able to register. All IEI students must register by 12:00 p.m. on the first Thursday of each session. Students who do not register by the late registration deadline may not be able to attend classes.

Students enrolled in Levels 4, 5 and 6 are expected to register themselves.

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 her international student advisor to ensure that she 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.

Summer IEI enrollment is optional, which allows any IEI student to drop or withdraw from summer IEI or non-IEI courses.

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

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.

Emergency alerts

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

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

Students *must* attend all IEI classes all the time. If you cannot attend class, you need to communicate with your instructors. If you have excessive absences without communicating with your instructors, you may be required to meet with the Associate Director-Student Affairs about your absences. Being absent from class will negatively affect your learning and the classroom environment. Excessive absences may also negatively affect final class grades.

Punctuality

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

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

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

Definition of Absence

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

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

- The student is not present for an entire class period.
- The student misses 10 minutes or more of class.
- A student is sleeping during class.
- The student is tardy two times (see below for definition of tardy).

Excused vs. Unexcused Absences

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

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

Field Trips in Academic Classes

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

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

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

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

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

Participation in Ball State University Athletic Competitions

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

Observance of Approved Religious Holidays

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

Student Responsibilities Related to Absences and Tardies

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

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

- Students can ask a responsible classmate to tell them what the assignments were.
- Students can email the instructor to ask about the assignments.
- Students can make an appointment or go to the instructor's office, during office hours, to ask about the assignment.

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

Extended Absence Leave

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

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

Disruption Policy

The following Ball State Disruption policy can be found in the section called [Appendix Q - Responding to Disruption in the Academic Setting](#).

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](#).

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 IEI fully supports the University's academic dishonesty policy.

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 IEL 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 students are not honest about their work or if they cheat, then this can hurt the whole university.

Academic Dishonesty

Academic dishonesty involves violations of procedures that 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 students needs to do by themselves;
- 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 students take the words or ideas from another person, students must cite their 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 other students to turn in students' original work as their 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, artwork, 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 may be 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.

If a student is involved in any kind of academic dishonesty activity, the student will be required to meet with the instructor to discuss the incident and complete the [IEI Student/Instructor Academic Dishonesty & Acculturation Form](#). A student's failure to sign the form will result in the case being handled through the [Ball State Student Academic Ethics Policy](#).

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.

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

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. Instructor cannot see evaluations until after they have handed in the students' grades.

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

Complaint Procedures

Student Complaint Policy

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

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

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

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

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

1. Speak directly to your instructor about your complaint

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

It is very important that you are very respectful with your instructor, both in email and when you speak. Here are recommended strategies for talking to the instructor:

- Send an email to the instructor with a question or request an appointment to discuss the problem. Make sure to say in the email what you want to discuss. See [a sample email](#) you can send to your instructor.
- Talk to your instructor during office hours and discuss the complaint.

2. Seek advice from your IEI Advisor

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

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

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

3. Fill out an [IEI Complaint form](#)

If you still feel that the response from the instructor is unsatisfactory, you can fill out an [IEI Complaint Form](#). The purpose of this form is to have a paper record of your complaint *and* show that you have correctly followed the complaint procedure. In cases of lower English proficiency, complaints may be accepted in languages other than English.

4. Speak to the IEI Associate Director- Student Affairs (AD)

After submitting your Complaint Form to the IEI Office, you can make an appointment to see the AD to seek additional advice regarding the issue.

When you meet with the AD, the following procedure will be followed:

1. The AD will review your form before meeting with you.
2. The AD will interview you.
3. The AD will meet with the instructor and share the written complaint with the instructor.
4. Within 5 working days after being informed of the complaint, the instructor will submit to the AD 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 write a resolution report about the complaint and communicate it in writing to the student.

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

Course Grade Review and Appeal Process

Department Grade Review Process

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

Grade Appeals - Adapted from the [Student Code \(6.5\)](#):

Introduction

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

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 the IEI AD-Student Affairs in the instructor's absence, must respond via letter or e-mail with a decision regarding the student's grade within two (2) school days after receipt of the request. A student must contact the AD-Student Affairs if the instructor does not respond within two (2) school days.

STEP 2: Appeal of Instructor's Review.

If the matter cannot be resolved with the instructor, the student may notify 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 the AD and should outline the nature of the dispute.

STEP 3: Resolution by Associate Director

The IEI AD-Student Affairs 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, their content is extremely sensitive, and, as a result, access to the exams is restricted.

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

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

Appointments for Exam Review

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

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

- (1) Students came in to the office and requested the appointment on the *Monday of the first week of the session*.
- (2) Students indicated that they have read the procedures for an exam review.

Procedures for Exam Review Appointments

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

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

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

- Writing tools, i.e. pens, pencils, markers
- 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, students may ask questions of the IEI staff member. However, no grades can be changed during this appointment. The purpose of the appointment is strictly to allow access to the exam for the purpose of identifying discrepancies that merit appeal.

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

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

The list of items will be reviewed at a later time by an AD, who will issue a final response in consultation with other members of the IEI administration and the faculty grading team. Within five (5) school days or no later than the Wednesday of week 2,, students will be informed of the result of their grade appeal via e-mail. Results cannot be given over the phone.

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/she 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 students feel they are not being treated fairly.

One of the things students are protected from is discrimination. If students feel they are being discriminated against, the University has made sure that there are ways that students can express their concerns. This goes two ways, however, and students also have the responsibility to make sure they are 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 students' rights and responsibilities.

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

Disability Accommodations

The Office of Disability Services coordinates university efforts to provide access and opportunities to students with disabilities, including students who have disabilities that are non-apparent. Students wanting to learn more about services or accommodations available to those with a documented disability should contact the Disability Services office. Advance notice in planning services is strongly encouraged. Visit the office's website at www.bsu.edu/disabilityservices, or contact the office in person at the Student Center room 116, by phone at 765-285-5293, TDD 765-285-2206, or e-mail dsd@bsu.edu.

International Studies at BSU:

RCIP offers 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 an appointment to see an International Student Advisor, the International Student Academic Advisor or other members of RCIP by calling (756) 285-5422. One of these advisors will be able to help you by answering questions about immigration or longer questions and assist you with more complex problems you may have. Remember, all meetings at RCIP 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 RCIP.

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 RCIP) 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 may 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

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.

Do not 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 anywhere on the Ball State campus. 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. You can see examples of polite words and phrases in the [Suggested Emails for Students](#).

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, and strategic and cultural competencies necessary to succeed in the American university setting. Instructors utilize a variety of methodologies and technologies to design interesting and effective classroom interactions.

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

Most classes in the IEI have 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 23 and 44 to get more information.

Can students request a change of section?

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

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

Everything a student does in and with English is preparation for performing well in the American university setting. This should translate into higher scores on the TOEFL or IELTS. It is important to note, however, that success on the TOEFL or IELTS requires additional understanding of the test design and effective test taking strategies. The IEI is not designed to prepare students for those components of the TOEFL or IELTS exam.

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

Are students allowed to leave the United States during breaks?

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

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

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

accommodate special circumstances that might arise. Read page 35 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 18. Students in levels lower than 6 may not take academic classes. US classes require a high level of English which you must achieve before enrolling in them.

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

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

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.

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.

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.

IEI hold: An IEI hold is placed on all IEI full time students during regular IEI sessions. This hold prevents unauthorized course changes. It is temporarily removed to allow registration at the beginning of each IEI session. It is added back after the registration period. Requests for lifting IEI holds have to be made through the International Student Academic Advisor at the RCIP. Requests for lifting IEI holds have to be made through the International Student Academic Advisor.

international student advisor: The international student advisor 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 RCIP.

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.

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

IELTS: International English Language Testing System

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; this is a standard English test for non-native speakers.

Forms and Handouts

Suggested Emails for Students:

Email 1: to be used for problems or issues with the class

Dear *Instructor's Name*,

I have a question about the assignment, my grade, your attendance policy, etc. Could we please meet to discuss it? I am available at _____. When are you available?"

Sincerely,
Your Name

Email 2: to request a course grade review

Dear *Instructor's Name*,

I would like to request a grade review for my *your class*.

Can we please meet to discuss it? I am available at _____. When are you available?"

Sincerely,
Your Name



IEI CHANGE OF LEVEL REQUEST FORM

Student's Name: _____

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

Current Level: _____ Requesting to change to Level: _____

Reasons for change request:

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 _____ Email: _____

.....IEI Department Use Only.....

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

Skill	Instructor's Name	Initials	Percent on Diagnostic	Recommended	
Writing				Yes	No
Grammar				Yes	No
Reading				Yes	No
Oral Comm. / Speaking				Yes	No
Ext.Rdg. & Key. / Listening				Yes	No
Vocabulary & Literacy				Yes	No

Advisor's Comments:

Advisor's Name (print): _____ Date _____

Director/Associate Director's Signature _____ Date _____

Decision _____ Determined by _____ Date _____



IEI Request to Move Down a Level Consent Form

I, _____ was placed in level _____ but wish to move down to
(Student's name)

level _____ for the following reasons:

I understand that once I move down a level, I cannot change my mind and move back up to my original level. I understand that moving down a level means it will take longer to finish the IEI program, which may affect any financial aid I receive. I understand that I may have to repeat a level or levels, and I may have to repeat a level more than one time, which will further increase the amount of time it takes to finish the IEI program. I understand that I will not be able to skip any level in the future unless I receive a 90% or above in all 6 classes *and* get approved for a change of level.

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Approved 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 _____

ATTACHMENT B

Student Authorization to Disclose Information to Third Parties
BALL STATE UNIVERSITY

PLEASE PRINT OR TYPE

Department or Office _____

You are hereby authorized to disclose the following records/information to (individual, party, or class of parties):

Subject to the following specifications:

Type of records/information to be disclosed:

Purpose(s) for such disclosure:

____ Student should check if he/she desires a copy of records/information disclosed.

Student's Signature _____ Date _____

Authorization received by _____ Date _____



IEI Complaint Form

A student must fill out this form and turn it in to the IEI Office to make an appointment with an AD regarding the complaint. If you have questions or need help with this form, contact your IEI Advisor.

Name: _____ Date: _____

Level: _____ Section: _____

Instructor: _____ Advisor: _____

A. Concern

Explain your concern here. Please provide as much detail as possible.

B. Timeline

1. When did this issue happen?

Date of incident: _____

2. When did you first speak to your instructor about this concern? (If you emailed your instructor, please attach all emails.)

Date of first contact: _____

If you contacted your instructor about your concern more than once, please explain what happened when you contacted him/her:

3. When did you speak to your IEI Advisor about this concern? (If you emailed your advisor, please attach the email.)

Date/s of contact with advisor: _____



C. Solution

What solution do you seek?

Student Signature: _____ Date: _____



Intensive English Institute (IEI)

Final Exam Review

Name: _____ Signature: _____
 Student ID: _____ Date: _____
 Session of Reviewed Exam: _____ Exam Reviewed: _____
 Total # of Exams Reviewed: _____ Start Time: _____ End Time: _____

Student Comments/Concerns	Action Taken/Results

	Date	Initials
Exam Issues have been investigated		
Student has been notified of results via email		
Grade changed in Blackboard (if applicable)		
Grade card updated (if applicable)		
Grade changed in Banner (if applicable)		



Intensive English Institute

GENERAL FINAL EXAMINATION RULES (2014-2015)

ALL IEI students are responsible for reading and abiding by all final examination rules AND procedures. The following general rules apply:

BEFORE THE EXAM:

- Arrive 15 minutes **before** the exam begins and show your Ball State ID to the proctor standing at the door.
- Keep only a pencil, pen, or eraser on your desk.
- You cannot use books, dictionaries, electronic translators, or other materials for the exam.
- Your cell phones **MUST** be turned off. They cannot ring or make noise during the exam.

DURING THE EXAM:

- You must be completely quiet.
- You cannot ask questions or talk once the exam has started.
- If you are not quiet, your exam will be taken away.
- If you must leave the room, then you must hand in your exam and leave. However, you **CANNOT** come back in the room.
- **CHEATING-** If cheating is suspected, your paper will be taken away, and you will be asked to leave the testing room. Students who are talking in English or another language will be assumed to be cheating regardless of the content of their discussion. **The content of the discussion is irrelevant. The act of talking during the exam is considered cheating.** Looking at someone's exam paper is also considered cheating. **KEEP YOUR EYES ON YOUR EXAM PAPER.**
- When you are expelled for cheating, whatever portion of the exam is complete will be kept and may potentially be scored (depending on the nature of the cheating, details will be provided to the Associate Directors in order for a decision to be made), but you will not be allowed to finish the remaining sections of the exam.
- If you have more than one exam to take during the exam time, you will have 2 hours to complete both exams. It does not matter which exam you finish first. You can hand them both in after 2 hours.

AT THE END OF THE EXAM:

- Stop writing when you are told to do so. If you continue to write, your exam paper will be taken away immediately. If you refuse (through physical prevention) to relinquish an exam, you will be warned that you may get a “0” on the exam. If you are caught continuing to write after time has expired, the proctor will immediately make a note on the exam items that were being completed, so that they will not be scored.

PROCEDURES:

- The exam will end at 60 minutes after it starts, e.g. 9:30 for an 8:30 exam. If it is a combined exam time, the exam will end 2 hours after it starts, e.g. 10:30 for an 8:30 exam.
- **ABSOLUTELY NO** student will be allowed to enter the Extensive Listening, Listening, Level F Vocabulary and Literacy, and Level 1 Vocabulary and Literacy while the recording is playing. Students will not be allowed into the room after the door has closed in order to begin the exam, but they may be allowed in after the recording has finished.
- If you finish before the exam time has expired, then you may quietly hand in your exam and leave the room immediately.



IEI STUDENT/INSTRUCTOR ACADEMIC DISHONESTY & ACCULTURATION FORM

Student: _____ Date: _____
Course: _____ Session/Year: _____
Instructor: _____
Advisor: _____

Purpose of Conference (Circle one.): Academic Dishonesty Plagiarism

Description of Incident (Attach supporting documents, if available.):

History of Academic Dishonesty:

Based on the student's IEI file, the student was involved in academic dishonesty in the past. (Circle one.): YES NO

Steps Taken:

(points discussed in the conference concerning how to deal with the present issue)

***Did this academic dishonesty incident have any effect on the student's grade?**

(Circle one.): YES NO

If yes, explain how the grade was affected.

Future Consequences:

(Indicate what will happen if the student commits this type of academic dishonesty in this course again.)

Student's Response (optional):

- ☐ I acknowledge that I understand the information written on this form.
- ☐ I admit that I was involved in academic dishonesty.
- ☐ I deny that I was involved in academic dishonesty. Since I deny this allegation, I understand that this case will be handled through the Ball State Student Academic Ethics Policy.
- ☐ I do not admit to academic dishonesty and opt not to sign this form. By not signing this form, I understand that this case will be handled through the Ball State Student Academic Ethics Policy.

I also understand that a repeated offence (of a similar nature) will be handled through Ball State's Student Academic Ethics Policy.

Student's Name: _____

Student's Signature: _____

Instructor's Name: _____

Instructor's Signature: _____

Associate Director's Signature: _____

*A copy of this signed form will be placed in the student's file.

*One copy of this form will be sent to the Associate Provost and one copy to the IEI Director if the result is a change in a student's grade.

NOTES:

1. If a student fails to sign the IEI Academic Dishonesty Form, the instructor will complete the Student Academic Ethics Reporting Form.
2. If a student disagrees that an alleged violation took place, the academic dishonesty incident will be handled through the University's Student Academic Ethics Policy.
3. If a grade change takes place as a result of an academic dishonesty incident, copies of that form will be provided to both the Associate Provost and the IEI Director.
4. The student response section is optional. This section allows students the opportunity to explain why he/she refuses to sign. Kindly encourage them to fill it out.