

EMPORIA STATE UNIVERSITY

Intensive English Program

Student Handbook

This handbook contains information and policies that pertain to students in any IEP program, including regular IEP coursework, the pathway program, Communication Skills for Graduate Students, and elective courses.

Mission Statement

The Intensive English Program (IEP) prepares students in the English language for academic purposes. In addition to language skills, students become familiarized with academic teaching styles, teaching methods and classroom expectations common to most U.S. university environments. The IEP also works to foster student involvement in campus and community events and activities at Emporia State University.

University Policy Statements

ESU's policy on the admission and continued enrollment of international students (all non-U.S. citizens, including foreign exchange students and permanent residents) placed in the IEP states:

All international students subject to Intensive English Program placement are required to enroll, attend, and satisfactorily complete the prescribed program. Failure to do so may result in the student being placed on academic probation at the end of the term or in the student being required to withdraw from the university. The action recommended will depend upon the severity of the situation.

Absences

If you must be absent, tell your instructors and make up any missed work. If you are seriously ill, get a doctor's statement for your instructors. If you are absent for other valid reasons, provide advance notice to your instructor when possible, or present documentation when available to demonstrate the validity of your absence. It is the policy of the IEP that reasonable accommodation will be made to allow students to make up assignments when the student is absent for a valid reason. Students are required to contact professors in a timely manner.

While absences do not directly impact course grades, missed assignments can have a negative impact on your grades and missed classes can impact your ability to full understand all course content. Additionally, the director of ISSS will be notified of if a student misses more than 5

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classes. Absences can also lead to a “care form” being completed which alerts advisors and other relevant university departments of excessive absences in order to allow for interventions to help ensure student wellbeing and success.

Individual instructor policies related to making up coursework and assignments when absent will be stated in the course syllabus.

Academic Dishonesty

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating, plagiarism, or any other academically unethical activity as defined in the course syllabus by the faculty member and based on standards of the academic discipline.

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. If the student fails the course as a result of academic dishonesty, a course grade of XF may be assigned by the instructor of record to the student’s transcript to indicate the failure in the course was due to academic dishonesty, provided the Academic Dishonesty Committee authorized the “X” part of the grade as outlined below.

Departments, schools, and colleges, or the university may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student’s major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program. In addition to the penalties above, the faculty member shall notify in writing the department chair and the registrar of the infraction. The notification to the department chair should include documentation of the academic dishonesty infraction and the course of action the faculty member takes. All documentation must be provided within 10 business days after the discovery of academic dishonesty. The department chair shall forward the report of the infraction to the Provost and Vice President for Academic Affairs. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs will notify the student in writing that an infraction has been reported and inform the student and the faculty member of their rights to be heard by the Academic Dishonesty Committee; furthermore, such communication will indicate the right to appeal and of the appropriate appeal procedures.

To access the policy in its entirety, refer to Section 3D.0801 Academic Dishonesty Policy in the Emporia State University Policy Manual. The policy is presented on the Academic Affairs website as the [Academic Affairs Academic Dishonesty Policy](#)

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Student Accommodation Statement

Student Accessibility and Support Services (SASS) at Emporia State University (ESU) ensures that students with disabilities have full and equal access to the programs and services of ESU without discrimination. Any student who feels they may need academic accommodations or access to accommodations based on the impact of a documented disability should contact and register with SASS during the first week of class or as soon as possible after the diagnosis of a disability. SASS is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with SASS must obtain a new accommodation memo each semester. The SASS office is located in William Allen White Library, 2nd Floor (Office 209K) or phone 620-341-6637/Email SASS@emporia.edu. The SASS office website URL is <http://www.emporia.edu/sass>.

Diversity, Equity, and Inclusion Statement

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how identities, perspectives, behaviors, and worldviews may be different from their own. If there are aspects of this course that result in barriers to your inclusion or the inclusion of those around you, contact the individual with whom you are most comfortable: your academic advisor, the Department Chair, your School or College Dean, the Dean of Students, the Senior Director of Diversity, or your course instructor.

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Grades

Classes which do not receive credit towards a degree will be grades using S (satisfactory) or U (unsatisfactory).

70% and higher = S

69% and lower = U

Classes which do receive credit towards a degree will be given a letter grade using the scale below.

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

70-76% = C

60-69% = D

below 59% = F

Failure due to Academic Dishonesty receives a grade of XF. Please note that ESU, as a university, does not allow grades of A+ or C-.

IEP instructors will tell you how they will use your scores on various kinds of coursework to figure your final grade for a class. Each student will have access to their grades through the Canvas LMS for each class. Final grades can be accessed through Canvas or through Hornet 365. **Students' progress will be reviewed at the end of each semester.**

Advancement in and Exemption from IEP Courses

General IEP Courses (IE 011 through IE 009—Beginning to Advanced)

With the exception noted below, students initially placed at beginning or intermediate must successfully complete that course and move to the next level/s in the same skill area. Students are exempt from IEP placement in a skill area when they have satisfactorily completed the advanced level course.

A student satisfactorily completes a general IEP course as follows:

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| <u>Course</u> | <u>Requirement(s)</u> |
|--|---|
| All reading classes All speaking & understanding classes All structure classes | Earn a semester grade of S by averaging at least 70% on all required course work and exams and receiving a passing grade on a any final exams or assessments. |
| Beginning Writing Intermediate Writing | Earn a semester grade of S by averaging at least 70% on all course work and receiving an “intermediate” rating (Beginning) or an “advanced” rating (Intermediate) on the final assessment. |
| Advanced Writing | Earn a semester grade of S by averaging at least 70% on all course work and receiving an “exempt” rating on the final assessment. |

Note: Final exams, whether comprehensive or essay, will not be returned to students nor reviewed by them.

Academic Level IEP Courses (for-credit courses)

To successfully complete these courses a student must earn a semester grade of C (70%) or higher. Student must also pass any final assessments for the course (i.e. final test, presentation, etc.).

Pathway Program

Students in a pathway program must successfully complete their coursework to remain in the pathway program. If a pathway student is unsuccessful in their IEP or academic coursework, they may be recommended for full-time IEP coursework until they have successfully completed the required IEP coursework.

Expectations

Coursework in IEP classes is evaluated using the following guidelines:

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0-69% - Does not meet expectations

70% - 89% - Meets expectations

90% - 100% - Exceeds expectations

In specific assignments a grading rubric will be used to specify assignment expectations.

Graduate Level IEP

During the fall 1994 semester, the Graduate Council established the grade of C (70%) as the minimum grade required by the university for satisfactory completion of IE 075 Communication Skills for International Students. The Graduate Council also provided that individual divisions could set higher standards. A grade of at least B is required by the Division of Counselor Education and Rehabilitation Programs (approved January 23, 1995) and by the Division of Psychology and Special Education (approved January 8, 1996). Students in graduate programs in other divisions should consult their advisors to be sure of the requirements.

Emporia State University English Proficiency Requirements

All international students admitted to Emporia State University must demonstrate English proficiency prior to being eligible to take academic courses. Emporia State University defines English proficiency as meeting the minimum required English language ability standards to be exempted from the ESU Intensive English Program Placement Test. There are several ways to demonstrate English proficiency for undergraduates / graduates:

1. Providing documentation of citizenship (passport) of the following countries: Australia, Belize, Canada (except Quebec), the Commonwealth Caribbean, Ghana, Ireland, Liberia, New Zealand, Nigeria, United Kingdom (England, Wales, Scotland, Northern Ireland), and the United States.
2. Having completed a degree (Associate, Bachelor, or Master) in the United States or one of the other countries listed above.
3. Having completed four years of Cambridge International Examination (CIE) curriculum and/or having completed two years of AS and/or A level CIE curriculum.
4. Submitting an accepted test score prior to the application deadline. Full list of accepted scores is available at: <https://www.emporia.edu/office-international-education/services-programs/intensive-english-program/english-proficiency-requirements/>

Students that do not demonstrate English proficiency based on the above requirements will be tested for their ability in English during International orientation program (either before or after arrival) and subsequent diagnostic tests. Based on the results of these tests, students will be placed in Intensive English courses or be eligible to enroll in academic courses.

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IE 075 Requirement for Graduate Students

Graduate students with the following test scores are required to take IE 075 Communication Skills for International Students. Students enrolling in this course may be subject to placement in Intensive English Program (IEP) writing courses. If a diagnostic test taken in IE 075 shows a student needs instruction at the developmental level, the student will be placed in the appropriate IEP writing course and must meet the IEP requirements for advancement and/or exemption.

Required to take IE 075:

TOEFL Ibt 89 or below, or a section score below 20

PTE 52 or below

Duolingo English Test 105 or below

IE 075 Requirement

All graduate students who do not meet stated English proficiency requirements are required to take IE 075 Communication Skills for International Students, a course focusing on research skills, writing, and oral presentations. The OIE will advise graduate students with this requirement that are entering ESU to enroll in IE 075 their first semester. Graduate students subject to IEP placement testing – those entering ESU without evidence of English proficiency—will be advised into IE 075 as soon as they have completed their general IEP writing course requirements. Students should be in no more than one advanced level IEP course while taking 075, and they cannot be enrolled in IE 006 Advanced Speaking or IE 009 Advanced Writing while taking IE 075.

Placement and Appeals, General IEP Courses

Placement Process

1. Before classes begin, all new international students (graduate and undergraduate) not meeting ESU English Proficiency Requirements outlined above, must take IEP's placement exam. Results of this test will determine placement in IEP courses.
2. At the discretion of the IEP director, late-arriving students may be (a) given the placement exam, (b) placed on the basis of diagnostic test results, (c) placed according to TOEFL section scores, or (d) placed in full-time intermediate level IEP classes.

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3. During the first one to three days of classes or prior to the start of the semester, students take diagnostic tests to verify their placement. Students may be moved back a level in a skill area, advanced to the next level in a skill area or be exempted from a course. Students not in class on the first day are not given diagnostic tests and are subject to their original placement. Students are notified of their final placement in a timely manner.

Appeals Process

Student placement in the IEP is done carefully on the basis of reliable test results. However, students not satisfied with their final placement may appeal in a timely and orderly manner.

1. No appeals will be accepted until after a student has received final placement results.
2. After receiving final placement results, any student who is not satisfied should talk with the IEP director.
3. Any student who is still not satisfied may file a formal appeal by writing a letter stating the situation and the reasons for the appeal. This letter should be addressed to Dr. Mark Daly, Dean of International Education, and should be delivered to the Office of International Education (Memorial Union 040) within two days of receiving final placement results.
4. Each appeal will be considered by a committee chaired by Dr. Mark Daly, Dean of International Education.

Placement and Appeals

For Students Who Arrive For Classes Second Block

Students who enter at midterm will be given a placement test. They will be placed in either fulltime intermediate level classes or fulltime advanced level classes, depending upon their placement test scores. These students will not take diagnostic tests, and there will be no appeal from the original placement.

Corky's Quick Path English Proficiency Requirements

Students applying for the Corky's Quick Path pathway program must provide evidence of that they meet English proficiency requirements in order to qualify for admission to the pathway program.

Minimum Requirements to Apply:

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1 semester Pathway

TOEFL – 55

IELTS – 5

Duolingo English Test – 80

2 semester Pathway

TOEFL ibt - 30

IELTS – 4

Duolingo English Test - 60

Following admission, students will be given the IEP Placement Test and IEP Diagnostic Tests. Final placement in courses will be determined based on these test scores and will follow the IEP placement policies and procedures listed above.

Delaying IEP Courses

Students may not delay IEP courses as these courses are a prerequisite to study in academic classes. Anyone delaying an IEP course may not enroll in any academic course and may not exit the IEP by taking an accepted English proficiency test.

Students in the Corky’s Quick Path program must follow the prescribed schedule for their IEP and academic classes and cannot delay IEP courses.

Enrollment in Academic Courses

Fall and Spring Semesters

| New Students | | Returning students | |
|------------------------------|--|------------------------------|--|
| Number of IEP courses | Additional Credit Hours Recommended | Number of IEP courses | Additional Credit Hours Recommended |
| One IEP course | + 10 hours | One IEP course | + 11 hours |
| Two IEP courses | + 5 hours | Two IEP courses | + 6 hours |
| Three IEP courses | + 3 hours | Three IEP courses | + 4 hours |
| Four IEP courses | + 0 hours | Four IEP courses | + 0 hours |

Summer Semester

| All Students | |
|------------------------------|--|
| Number of IEP courses | Additional Credit Hours Recommended |

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| | |
|-------------------|-----------|
| One IEP course | + 3 hours |
| Two IEP courses | + 0 hours |
| Three IEP courses | + 0 hours |
| Four IEP courses | + 0 hours |

Enrollment for Corky's Quick Path

Degree-seeking students who meet admissions and English proficiency requirements are eligible to apply for the Corky's Quick Path pathway program. This program provides the potential for students to take a combination of IEP classes and academic classes or a combination of IEP classes at different levels.

Corky's Quick Path: Academic Plans

Students admitted to Corky's Quick Path (CQP) pathway program (1 semester pathway) will generally be enrolled in classes based on the guidelines below. However, final placement will be determined by placement and diagnostic testing, which will be used to determine the IEP courses required of a student and can be used to make a recommendation for adjustment of the number of academic or IEP courses that a student can take.

| CQP Level | Number of IEP classes | # of academic classes | Target Test Scores |
|------------------|------------------------------|------------------------------|---------------------------|
| Corky | 1 | 4 | TOEFL: 65 Duolingo: 90 |
| Hornet | 2 | 3 | TOEFL: 60 Duolingo: 85 |
| Stinger | 3 | 2 | TOEFL: 55 Duolingo: 80 |

Students who do not have test scores high enough to qualify them for the 1 semester Corky's Quick Path pathway program can be admitted for a 2-semester program that requires a full semester of IEP courses before being allowed to continue on to the Corky's Quick Path program.

Minimum English proficiency requirements for this option are:

TOEFL ibt - 30

IELTS – 4

Duolingo English Test - 60

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IEP Policy of Withdrawal from the IEP and Emporia State University

Students may be withdrawn from the IEP and Emporia State University for the following reasons:

- 1) Excessive absences in IEP classes.
- 2) Repeated instances of academic dishonesty.
- 3) Lack of significant progress in IEP classes. Lack of progress will be determined on a case-by-case basis by the director of the program. Students will be given one semester of academic probation before the determination for official withdrawal.

Complaints

Students who wish to lodge a complaint can complete a form at

<https://forms.office.com/r/i1ysP8gigd>. The form will be submitted to the IEP and will be responded to by the IEP director or another appropriate individual from Emporia State University. In an event where the complaint is against the IEP director specifically, the complaint form will be forwarded to the Office of International Education for response. A copy of all complaints will be sent to the Dean of International Education. Complaints will be acknowledged within 2 working days and will be responded to in a timely manner.

Complaints related to discrimination and sexual harassment can be made to ESU's Title IX office at <https://www.emporia.edu/about-emporia-state-university/discrimination-harassment-response-prevention/sexual-misconduct-response-prevention/title-ix/>

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IEP Contact Information

IEP Office

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