

Intensive English Program

Student Handbook

Spring, 2017

Mission Statement

The Intensive English Program (the IEP) at Emporia State University is a three-level language program (Beginning, Intermediate, and Advanced) whose aim is to develop proficiency in English for students whose native language is not English. At all three levels, the IEP offers classes in four language areas: reading, structure, writing, and speaking & understanding. The academic foundation for each class is basic language skills used in everyday situations. Students should demonstrate competence in these skill areas at the end of each course. As it builds a foundation of English competency, the IEP also develops a student's academic potential. To this end, the IEP prepares students for 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 Statement •

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. The attendance policy for the general IEP courses, IE 011 through IE 009, is as follows:

5 absences: an official reminder of the attendance policy

8 absences: the possibility of an unsatisfactory grade for the class

10 absences: the possibility of an unsatisfactory grade and probation or withdrawal from the university at the end of the term

• Academic Dishonesty •

Academic dishonesty will not be tolerated. No student will be given credit for work that is not his or her own. The general IEP policy is that a student will be given a zero for the work submitted if he or she (a) plagiarizes (uses ideas or words that belong to someone else without giving credit to the originator of the ideas or words); (b) uses or attempts to use someone else's homework, quiz, or test answers; or (c) uses or attempts to use notes or other unauthorized materials during a quiz, test, or other such activity. Any student who permits another student to use his or her work will also be given a zero.

Each IEP instructor reserves the right to give an unsatisfactory grade for his or her course to any students involved in repeated instances of academic dishonesty and to recommend that the student be withdrawn from the university, with "repeated" in this context meaning more than one.

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• Grades •

Grades of S (satisfactory) and U (unsatisfactory) are used for all beginning, intermediate, and advanced classes in the IEP. Grades of A, B, C, D, and F are used for IE 075. 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 receive a “Student Report” form at the end of the semester indicating final grades for each IEP class.

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:

<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 comprehensive final exam.
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 essay exam.
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 essay exam.

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

EXEMPTION: An intermediate writing student who averages at least 70% on all course work **and** also receives an “exempt” rating on the final essay exam will be exempt from the advanced level writing course.

Graduate Level IEP

During the fall 1994 semester, the Graduate Council established the grade of C 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.

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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) Submitting accepted test scores prior to the posted deadline:
(Note: Scores cannot be more than two years old.)
 - Paper-based TOEFL score of 530 / 575 or higher with no individual subscore below
Reading: 50 / 55 Writing: 50 / 55 Listening: 50 / 55
 - Internet-based (iBT) TOEFL score of 72/90 or higher with no individual subscore below Reading: 15/20 Writing: 15/20 Listening: 15/20
 - IELTS score of 6.0 or higher (Overall Band Score) with no individual subscore below 5.5 (For graduates 6.5 with no subscore below 6.5)
- 2) Providing documentation of citizenship (passport) of the following countries: Australia, Belize, Canada (except Quebec), Ireland, New Zealand, Ghana, Liberia, Nigeria, United Kingdom, the Commonwealth Caribbean, and the United States
- 3) Having completed a degree (Associate, Bachelor, or Master's) in the United States or one of the other countries listed above.

Students that do not demonstrate English proficiency based on the above requirements will be tested for their ability in English during the SWARM International orientation program 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.

Graduate students with TOEFL scores between 550 and 574 (iBT 79 – 89) or IELTS 6.0 – 6.5 must take the graduate level course IE 075, Communication Skills for International Students. Students enrolling in this course may be subject to placement in Intensive English Program (IEP) Intermediate or Advanced Writing. If the 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.

A graduate student with an IELTS score of 6.5 or above and minimum subscore of 6.5 on each part of the IELTS exam is exempted from IE 075.

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• 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. Students receive the results within two days and enroll in the general IEP classes indicated.
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.
3. During the first one to three days of classes, students take diagnostic tests to check the validity of 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 by the end of the fifth day of classes.

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. Gonzalo Bruce, 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. Gonzalo Bruce, 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.

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• Delaying IEP Courses •

Undergraduates may not delay IEP courses. Graduate students who are full-time IEP may, with permission, delay no more than one IEP course. Anyone delaying an IEP course may not enroll in any academic course and may not exit the IEP by taking the ESU-administered TOEFL exam, as explained on page 6.

Complaints

Students who wish to lodge a complaint should follow these steps. Go to the IEP Office in Roosevelt Hall 113. On the work area along the east wall is a folder marked “Student Complaint Form.” Fill out the form, put the form in an envelope, and put the envelope in the tray beside the complaint forms. Complaints will be forwarded to the proper authorities and they will be dealt with in a timely manner.

• Enrollment in Academic Courses •

The guidelines below are used for the enrollment of IEP students.

<u><i>Fall and Spring (new)</i></u>	<u><i>Fall and Spring (returning)</i></u>
<u>One</u> IEP course + 10 hours	<u>One</u> IEP course + 11 hours
<u>Two</u> IEP courses + 5 hours	<u>Two</u> IEP courses + 6 hours
<u>Three</u> IEP courses + 3 hours	<u>Three</u> IEP courses + 4 hours
<u>Four</u> IEP courses + 0 hours	<u>Four</u> IEP courses + 0 hours
<u><i>Summer</i></u>	
<u>One</u> IEP course + 3 hours	
<u>Two</u> IEP courses + 0 hours	
<u>Three</u> IEP courses + 0 hours	
<u>Four</u> IEP courses + 0 hours	

• Special Information for Graduate Students •

IE 075 Requirement

All graduate students with TOEFL scores below 575 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 entering ESU with TOEFL scores between 550 and 574 to enroll in IE 075 their first semester. These students will take an IE 075 diagnostic test. Any student whose writing shows a need for instruction at the developmental level will be placed into the appropriate general IEP writing course, IE 003 or IE 009, and must then complete the general IEP writing course requirements before again enrolling in IE 075. Graduate students subject to IEP placement testing – those entering ESU with TOEFL scores below 550—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.

Any student who has achieved a TOEFL score of 575 or higher by the time he or she has completed the general IEP writing course requirements will not be required to take IE 075.

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TOEFL Score Requirements

With the exceptions explained below, a minimum TOEFL score of 500 is needed for enrollment in graduate level courses, and a minimum TOEFL score of 550 is needed for admission to a graduate degree program. Students who want to take the institutional TOEFL offered each term should contact OIE for date and time.

Exceptions:

1. A student who scores 80 or above on the IEP placement exam may enroll in up to 6 hours of 500 -799 level course work per semester while completing IEP requirements.
2. a student who has a TOEFL score of 500-549 and is enrolled in only one IEP course may, with permission of the graduate dean, enroll in no more than four 800 level courses. A “Statement of Understanding” must be signed by the student indicating that the student understands that if a 550 TOEFL score is not received or the IEP course is not successfully completed, the student will not receive credit for the 800 level course(s).
3. a student who satisfactorily completes IEP requirements but does not have a 550 TOEFL score will be changed to degree-seeking status (classification 5). A division file folder will be prepared and forwarded to the division for review and determination of eligibility. Upon review, the student will be notified of his or her admission status and, if found eligible, will be advised by faculty from his or her prospective division. If found to be ineligible, the student will be contacted by the Office of Graduate Studies.

• **Exiting IEP by ESU-Administered TOEFL Exam** •

The Office of International Education and the IEP usually offer a TOEFL exam on the ESU campus in fall and spring. This is a paper-based institutional TOEFL and has no writing component. The option of exiting IEP classes by TOEFL is not available to students who have delayed a required IEP course or students on academic probation, being placed on academic probation, or being withdrawn from ESU. No exit-by-TOEFL-score option applies to IE 075 Communication Skills for International Students once a student has been placed in this course.

Scores achieved on TOEFL tests taken while students are enrolled in basic IEP courses—IE 001 through IE 009—will be given the following consideration (**with consent of the IEP Director**):

<u>Classification</u>	<u>TOEFL Score</u>	<u>Effect</u>
Undergraduate	530+ —►	no further IEP courses after the end of the session/semester of enrollment, except writing
Graduate	550+ —►	no further IEP courses after the end of the session/semester of enrollment, except writing or 075 Communication Skills for International Students

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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.

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All Policies of Emporia State University Apply to the Intensive English Program

Proficiency Guidelines for the Intensive English Program: The following rubrics with descriptors will be used for assessing student abilities in the four language skill areas at the three levels offered by the Intensive English Program at Emporia State University.

Developing—No evidence of skill at this level

Competent—Minimal competency is evident

Superior—Mastery of the skill has been demonstrated

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Proficiency Guidelines for the IEP

Developing—No evidence of skill **Competent**—Minimal competency **Superior**—Demonstrates mastery of skill

Structure	Developing	Competent	Superior
Beginning Structure			
Use of Be			
Simple Present and Past Tense			
There is/There are			
Pronouns			
Parts of Speech			
Prepositions of Location			
Sentence-level Writing			
Intermediate Structure			
Knowledge of verb tenses			
Question forms			
Nouns and Pronouns			
Basic Modals			
Comparative / Superlative			
Irregular Verbs			
Adjectives / Adverbs			
Advanced Structure			
Knowledge of verb tenses			
Irregular Verbs			
Modals			
Clauses			
Gerunds and Infinitives			
Passive Voice			
Unreal Conditions			

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Speaking & Understanding	Developing	Competent	Superior
Beginning			
Oral responses to basic questions			
Follows directions			
Pronunciation			
Introductions			
Personal Expression			
Intermediate			
Oral responses to directions			
Oral responses to questions and statements			
Pronunciation			
Introductions and greetings			
Recognition of basic lecture cues			
Understands & responds to general topic			
Vocabulary range			
Advanced			
Identifies topic of conversation			
Pronunciation			
Recognition of cohesive devices in a lecture			
Competence in listening to a short lecture			
Speaks with few errors in simple constructions			
Ability to create narratives and descriptions			
Speaks with some fluency			
Initiates conversations			

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Writing	Developing	Competent	Superior
Beginning Writing			
Handwriting			
Spelling			
Parts of speech			
Simple sentences			
Mechanics			
Transitions			
Written production			
Intermediate Writing			
Use of topic sentence			
Sentence variety			
Organization			
Mechanics			
Sentence Structure			
Coherence			
Development of ideas			
Advanced Writing			
Sentence Structure			
Sentence Variety			
Organization			
Unity and Coherence			
Support			
Vocabulary range			
Rhetorical modes			

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Reading	Developing	Competent	Superior
Beginning Reading			
Knows basic lexicons			
Comprehends at sentence level			
Answers questions from a text			
Comprehends short passages			
Uses reading strategies			
Intermediate Reading			
Vocabulary range			
Synonyms and Antonyms			
Skimming / Scanning			
Main ideas from a passage			
Using the Context			
Drawing Conclusions			
Advanced Reading			
Using the Context			
Prefixes, Suffixes, Roots			
Word forms			
Expanding vocabulary range			
Skimming / Scanning			
Fact, opinion, inference			
Reads a variety of topics			
Summarizing & Paraphrasing			