

Intensive English Language Institute

Director: Glenda R. Cole
Location: Main 071
Phone: (435) 797-2059
FAX: (435) 797-4050
E-mail: gcole@cc.usu.edu
WWW: <http://www.usu.edu/ielii/>

Assistant Director:
Thomas J. Schroeder, Main 069C, (435) 797-1237,
faschroe@cc.usu.edu

IELI Undergraduate and Graduate Advisor:
Margaret Garr, Main 069A, (435) 797-2081, mgarr@cc.usu.edu

Objectives

The Intensive English Language Institute (IELI) is an academic program in the College of Humanities, Arts and Social Sciences. IELI teaches international students, residents, and refugees the English skills and cultural knowledge they need to be successful university students. IELI also trains international teaching assistants (ITAs) for USU. Information about the ITA training is available through the School of Graduate Studies.

The IELI program accepts students seeking a degree at Utah State University, as well as students who want to study English for personal or professional reasons. Students may enroll to study *only* English.

Undergraduate students who apply to USU without a TOEFL score of at least 173 computerized or 500 paper/pencil and graduate students applying without a minimum TOEFL score of 213 computerized or 550 paper/pencil must take the IELI Placement Examination, given the first day of each semester, including the first day of the IELI summer session. Based on the examination results, students will be required to study in the IELI or be exempted from further study and permitted to take classes in their major fields.

Curriculum

Four levels of study are offered each semester. The ability levels of classes range from elementary through advanced. Several of the level 1 and 2 classes are combined into multilevel classes. Classes focus on listening, speaking, reading, writing, and cultural skills. In addition, there are topics courses, covering topics ranging from current events and the environment to academic literacy and the cultures of the U.S. Students must complete one topics course for every level they study in the IELI program.

Students advance from one level of a class to the next higher level by obtaining a grade of C- or higher in the lower-level class. Students who do not obtain a C- or higher in a class must repeat the class. Students who complete all level 4 classes with a C- or higher may begin taking

courses outside of IELI. Students at level 4, who have less than a full course load remaining in IELI, must take other University credits sufficient to stay in status with visa requirements. Exceptions to this policy must be approved by the director of IELI in consultation with students' major field advisors and the international student officer.

Credit for Intensive English Study

Classes in IELI carry academic credit. Full-time students at each level take 18 credits per semester. A student who begins IELI at level 1 and progresses to level 4 may earn a total of 72 undergraduate elective credits. While all the credits will appear on a student's transcript, a maximum of 18 can be counted toward graduation. Application of the 18 credits will be determined by the student's college and major department. Students must, therefore, meet with their departmental advisors to determine the role of IELI credits in their graduation requirements.

Services

New students in IELI take the Placement Examination and attend an orientation meeting prior to the beginning of each semester. All students are assigned an advisor in IELI who helps them with various difficulties they may encounter. In addition, all the services and privileges offered to students on campus are available to IELI students. These services include health care services, recreational opportunities, and numerous special programs for international students.

Intensive English Language Institute Faculty

Associate Professors

Franklin I. Bacheller
James E. Bame
Glenda R. Cole
James R. Rogers II
Thomas J. Schroeder

Associate Professors Emeritus

Susan J. Carkin
Lee Ann Rawley

Assistant Professors

Ann E. Roemer
Nolan Weil

Course Descriptions

Intensive English Language Institute (IELI), pages 540-541