

Intensive English Program University of Missouri-Columbia



IEP Student Handbook

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1.0 About the IEP

The University of Missouri (MU, Mizzou) offers high quality English language instruction to non-native speakers of English through the Center for English Language Learning (CELL). CELL encompasses the Intensive English Program, English Language Support Program and special programs. The Intensive English Program, established in 1978, provides individuals with the English language skills necessary to successfully study for an academic degree at a college or university in the United States as well as to achieve professional or personal goals. The English Language Support Program provides language testing and coursework to assist MU international students in succeeding in their academic endeavors. CELL also offers customized language and cultural training for special groups.

1.1 Mission Statement

The IEP is one part of the Center for English Language Learning (CELL). All parts of CELL use this mission statement:

The Center for English Language Learning (CELL) provides high quality English language instruction to non-native speakers of English to prepare them for university-level studies, professional endeavors and community engagement. Through our courses, services and extracurricular activities, we

- provide our students with a deeper understanding of academic and American culture, both within and outside of the university;
- assist our students with personal and cultural adjustments;
- foster support for international initiatives at the University of Missouri; and
- advocate for international students locally and nationally.

1.2 CELL Statement of Values

At the Center for English Language Learning, we the students, faculty, and administration strive to uphold these values:

Exploration

We encounter diverse cultures and views with open minds. We are receptive to ideas that may challenge prior beliefs, knowledge, and perceptions as part of academic learning and life experience.

Respect

We show respect for ourselves and for one another. We respect diversity in age, culture, ethnicity, gender, language, politics, religion, and sexual orientation by acting with empathy, inclusiveness, and courtesy. We recognize our various roles and responsibilities while practicing positivity in our interactions with others. These practices promote harmony, cooperation, and unity.

Integrity

We are honest, fair, ethical, and accountable in all of our academic and personal actions.

Excellence

We strive to achieve the highest academic and personal goals that we can envision. As global citizens, we make a diligent effort to be informed of matters related to our communities and the world.

2.0 Faculty and Staff

You can also read about all of the staff and see their pictures on the website, <https://cellmu.missouri.edu/about/faculty/>.

2.1 Administration

Mark Algren, Director

Mark Algren has been an ESL/EFL teacher and program administrator since 1979. In addition to over 20 years of university work in the United States, he has spent 14 years teaching in and directing intensive English programs in Saudi Arabia and the United Arab Emirates, and teaching for a year in Hong Kong. He was a teacher/administrator/director at the University of Kansas Applied English Center from 1993-2014. He has been active in the professional association, Teachers of English to Speakers of Other Languages (TESOL International). He was the TESOL President in 2009-2010. Over the years, he has made over 100 presentations in 18 countries on 4 continents. He has served on many professional committees for TESOL and for CEA (Commission on English Language Program Accreditation). Outside of work, he enjoys spending time with his family and friends, reading, travelling, and baking.

Irene Juzkiw, Senior Associate Director and Director of the ELSP

After completing her M.A. degree in Teaching English as a Second Language at the University of Illinois at Urbana-Champaign, Irene taught in UIUC's Intensive English Institute for three years before joining the University of Missouri-Columbia as co-director of the English Language Programs in 1978. In addition to overseeing the English Language Support Program (ELSP) and assisting with the Intensive English Program, she has taught courses to international graduate and undergraduate students in grammar, writing, oral communication, and pronunciation. In her free time, Irene enjoys sailing, cycling the wonderful trails in Missouri, and traveling and eating food from all over the world. As director of the ELSP, she looks forward to growing the program as the University increases its international student population.

Lily Sorenson, Associate Director and Director of the IEP

Lily has an M.A. in TESOL and has been actively involved in the field for more than 20 years. She has taught in a number of different university ESL programs including here at the University of Missouri-Columbia, Brigham Young University, Northeastern University, Boston University, Harvard University, Georgetown University, and Indiana University. Besides teaching, she has worked on a variety of different committees and helped with curriculum development. While at Northeastern University, she was the Assistant Director of International Academic Programs. She has experience in teaching all different levels and subjects. She has presented professionally several times. She is interested in program development, and the use of technology in the classroom. She loves to travel, read, eat great food and spend time with her family.

2.2 Instructors

Liza Armstrong

Liza earned an M.A. in Teaching English as a Second Language from Northern Arizona University. Before teaching at the MU Center for English Language Learning, Liza taught in other university intensive English programs in Arizona, Morocco, and Missouri, where she grew up and earned a B.S. in English-Linguistics from Truman State University. She enjoys teaching English to both beginning and advanced

English language learners and is particularly interested in teaching composition, reading, and information literacy skills. She also likes traveling abroad and has been to countries in Europe, North Africa, and Central America.

Mary Browning

Mary Browning's first "real" job out of university in 1976 was in English for speakers of other languages, and she has continued in this rewarding profession ever since because of the motivation and diversity of the student population. She has a bachelor's degree in linguistics, a graduate diploma in teaching English to speakers of other languages and a master's degree in comparative education/ESOL from McGill University in Montreal, Quebec. Having taught in a variety of educational settings in Canada, the United States and Mexico, she especially enjoys working with adults in intensive English, bridge/pathway and adult education ESOL programs. In addition to teaching, she has had a variety of administrative ESOL positions, as well as teaching both face-to-face and online TESOL courses to future teachers. Professionally, her interests including teaching and scoring writing, including 10 years as a scorer for the Oregon Statewide Writing Assessment, and teaching reading, critical thinking and a variety of electives. After growing up in the Deep South, residing in Canada for a decade and living in the West and Pacific Northwest for many years, she enjoys living in Missouri with its four distinct seasons and closer proximity to family.

Brianna Hook

Brianna Hook's interest in other cultures and languages was cultivated at an early age, when her family lived in Germany, and she was exposed to the language and culture there. Brianna ultimately went on to complete her B.A. in German at the University of Arkansas, which included a yearlong study abroad program in Graz, Austria. Afterwards, she received the Fulbright Award to teach English in Austria. Following that year, she obtained her M.A. in German literature and then taught English and German in Thailand. Shifting her focus from German to ESL, Brianna received an M.A. in TESL and Linguistics from Oklahoma State University while teaching composition classes and tutoring students in writing. She has taught reading, writing and grammar, listening, speaking, and pronunciation courses of various levels in three different intensive English programs. Brianna enjoys the outdoors, salsa dancing, and spending time with her daughter.

Farrah Littlepage

Farrah Littlepage was born and raised in mid-Missouri. Her second language is Spanish, and she completed both her bachelor's degree in English Education and her Master's Degree in TESOL at the University of Missouri-Columbia. She spent a semester in Ecuador as an international student in 2005, and taught for a short time in Abu Dhabi, UAE in 2011. She has taught English at the high school, adult education, and university level. Farrah enjoys working with students one-on-one to improve their pronunciation skills, and she incorporates collaborative learning into lessons on a daily basis. Farrah is interested in the use of technology to aid learning both inside and outside the classroom. She also enjoys dance, literature, volunteering with kids, and piano. (On leave Fall 2018 – Summer 2019)

Ali Morrill

Ali grew up in New Hampshire and Vermont, and went to Oberlin College in Ohio for her undergraduate studies. She moved to Scotland after graduation, where she lived for 17 years. Ali worked in adult literacy and ESL in Aberdeen, before pursuing an MSc in TESOL from the University of Edinburgh. She came back to the U.S. in 2015 in order to spend more time with her extended family, and settled in Columbia with her husband, two children, and a variety of pets. She likes being outdoors, spending time

with family, and reading fiction. In the classroom, Ali aims to create opportunities for vibrant communication, and likes to draw on students' interests to make learning more engaging.

Nancy Price

Nancy has a B.A. in Foreign Language Teaching (French major, Spanish minor) from Illinois State University and a M.A. in TESL from the University of Illinois. She has been teaching ESL at MU since 1981. Nancy studied abroad in France, and she has visited countries in Africa, Europe, and Asia. Nancy's areas of interest are grammar and pronunciation. Nancy's favorite pastimes outside of teaching are swimming, reading, sewing, and watching sports.

Joe Scott

Joe Scott was born in Columbia, Missouri, and after teaching EFL in Taiwan and Poland, he returned to Columbia, where he has been studying and teaching for the past ten years. He has a B.A. in English with a minor in French from Drury University in Springfield, Missouri; an M.Ed. from Framingham State College in Framingham, Massachusetts; and a Ph.D. in English with a specialization in twentieth-century American literature from the University of Missouri. He is particularly interested in teaching grammar and academic writing, and in his free time he enjoys hanging out with his cats, watching movies, baking homemade bread, and playing guitar.

Jason Shaver

Jason completed a B.A. in International Studies and International Communication with minors in Spanish, Russian, and German from Missouri Southern State University in his hometown, Joplin, Missouri. He earned an M.Ed. in TESOL from Grand Canyon University. Jason has experience studying, working, and volunteering abroad in Austria, Germany, Mexico, Romania, Russia, Ukraine, and the former Yugoslavia. He has been teaching ESL and EFL since 2003. He has taught ESL at Crowder College, Conception Seminary, and Northwest Missouri State University, all in Missouri. He has also taught Spanish and cultural studies. Two of his favorite areas of academic interest are metacognition and constructivist theory in language learning. In addition to travel, Jason loves to spend time with his family taking in the outdoor beauty of his native Ozarks.

Sara Sulko

Sara, originally from Wisconsin, received her B.A. in Communication and Spanish. She studied abroad in Spain while enjoying the architectural works of Gaudi. She received her MA TESOL from the University of Southern Illinois-Carbondale. Her areas of interest include experiences of novice teachers, intercultural communication, and student self-evaluation. In her spare time, she enjoys indoor and outdoor container gardening, board games, and reading.

2.3 Support

Deanna Roop, Administrative Assistant

Deanna moved to Columbia from northern Indiana in 2012 to pursue a graduate degree in philosophy at the University of Missouri after receiving her bachelor's degree from Purdue University. Her philosophical work focuses on questions of knowledge. She enjoys problem solving, and often spends her free time working on logic puzzles. She also enjoys knitting, science fiction and video games. On the weekends, you might find her enjoying the local parks and trails with her daughter, Chloe, and their beagle, Annie.

2.4 Map/directory of the IEP

First floor

101A Classroom	101B Classroom	Men's restroom	Women's restroom	104 Computer Lab	
110 Classroom	Stairs	109 Classroom	108 Classroom	Stairs	107 Student Room

Second floor

201 Ali Morrill	202 Joe Scott	203	204	Men's restroom	Women's restroom	207 Lily Sorenson IEP Director	208 CELL Main Office Deanna Roop	209 Conference room
217 Nancy Price	216	Stairs	215 Mary Browning	214 Storage	213 Workroom	Stairs	212 Mark Algren CELL Director	211 Irene Juzkiw ELSP Director

Third floor

	Men's restroom	378 Student Conference Room	Women's restroom	385 Sara Sulko	386 Brianna Hook	387 Liza Armstrong	389 Jason Shaver
Stairs	376 Classroom		382 Classroom		Stairs	384 Classroom	

3.0 Application Process

3.1 Admission Requirements

1. You must have at least a high school diploma or equivalent. (That is, you must have completed secondary school by the time you enroll in the IEP.)
2. You must provide documents that demonstrate you have enough money for all of your expenses while studying in the IEP.

3.2 How to Apply

1. Obtain an application form by one of three ways:
 - a. Apply online (<https://cellmu.missouri.edu>). This is the easiest and fastest way to apply.
 - b. Complete, print, and mail the online application.
 - c. Email iepmu@missouri.edu to request an application by email or regular mail.
2. Complete the application form. You may complete it in ink or by computer. Be sure to spell your full name correctly and provide your date of birth. If you have a passport, be sure that your name and birth date are exactly the same as they are on the passport.
3. Read the financial guarantee section of the application and put a check mark in the circle to show that you agree with the financial statement.
4. Obtain a letter of financial support in English from your bank or from the bank of your sponsor (for example, a family member or employer). If you have a scholarship, the letter of support must specify the terms and amount of the scholarship as well as an address in the U.S. for billing.
5. Pay the \$65 application fee. The quickest and easiest way to pay is online using a credit card (Visa, MasterCard, Discover, or American Express). You can also pay the application fee by check, money order or traveler's check, payable in U.S. dollars to the University of Missouri. Applicants with a scholarship are not required to pay the \$65 application fee.
6. Return the completed application by:
 - a. Mail
 - b. Fax
 - c. Email

If you fax or email a copy of your financial documents, you must still send the original financial documents by regular mail. If do not want to pay the application fee by credit card, you must mail the \$65 check, money order, or traveler's check.

7. Mail the following:
 - a. Letter of financial support
 - b. \$65 application fee (if not paying by credit card)

4.0 Before Classes Begin

4.1 Registration

Come to McReynolds Hall 208 to register for the IEP. Bring your passport, a small passport-size photo of yourself (for your IEP file), local address, and means of paying tuition and fees. We accept cash, traveler's checks, bank draft/check, or a credit card (Visa, Master Card, Discover, or American Express).

4.1.1 Interview

You will have a short meeting with an IEP instructor. The instructor will ask some questions about you, your interests, and your education. You will receive some information about the IEP, and you can ask questions. The instructor will also tell you when and where to report for the English Placement Tests.

4.1.2 MU ID Card

After you leave McReynolds Hall, you can go to the ID Card Office and get your TigerCard (university ID card). Take your passport and your MU student ID number with you.

The ID Card Office is in the Student Center on the lower level of the bookstore. They will take your photo and give you your TigerCard within a few minutes. You should then always carry your ID with you. In the Fall and Spring semesters, the ID Card office is open Monday-Friday, 8 a.m. to 5 p.m. The ID Card Office summer hours are Monday-Friday, 8 a.m. to 4 p.m. The ID Card Office is closed on weekends and on all University holidays. For more information about TigerCards, see their website: <http://doit.missouri.edu/services/id-card/id-cards>.

Students use their TigerCard to:

- Purchase meals and snacks at all Campus Dining locations (E.Z. Charge activation required).
- Purchase snacks and beverages from vending machines (E.Z. Charge activation required).
- Cash checks and charge purchases at The Mizzou Store and the Team Store.
- Enter the MU Recreation Center (if the student activity fee is paid).
- Use the Student Health Center and charge pharmacy purchases.
- Purchase concert and athletic tickets at the Missouri Students Association (MSA) or Athletics ticket windows.
- Charge copying costs at Cornell Hall, Engineering, and Health Sciences Libraries as well as Digiprint Centers in the Student Center and Ellis Library.
- Check out materials from all MU libraries.
- Clock in to campus jobs.
- Charge laundry costs at residence hall laundry facilities (Residential Life residents only).
- Purchase ice cream from Buck's Ice Cream Parlor.
- Purchase meat from the Mizzou Meat Market.
- Make Pro-shop purchases, pay greens fees, and rent equipment at A.L. Gustin Golf Course.
- Purchase materials and take classes at the MSA Craft Studio Purchase flowers at Tiger Garden.
- Purchase lunch at Café @ Eckles.
- Purchase services at Cornell Instructional Support Services.

4.2 The English Placement Tests

This exam takes about 4 hours. It is in 3 parts, and you get a short break between each part. The exam will be used to determine which level of English classes you will be placed in. Please bring a photo ID.

4.3 IEP Orientation

This includes general information about the program, activities, and Health Services. It also includes a walking tour of campus and a tour of MU's Recreation Center. The University of Missouri has a wonderful recreation center that is free for students to use. You can swim, play sports, lift weights, or take an exercise class.

4.5 IEP Course Placement

All new students take the English placement tests before they enroll in IEP classes. The IEP administration uses these scores as the basis to place each student in the level that is appropriate for their language proficiency.

All students are different. They have different educational backgrounds and experiences. They have different study habits and abilities. We will give you an estimate of how long we think it will take for you to reach your English goal.

4.6 Advising

Each new student will be given an advising appointment on the day before classes begin. This is a meeting with an IEP instructor. He or she will share information about your placement and your level. You will get your schedule and your book list. This is a good time to ask questions.

4.7 Buying Books

After your advising appointment, take your book list to the Mizzou Store in the Student Center. The textbooks are located downstairs. There will be people there at the information desk to help you find the right books. You must buy all of the books, and the books must be new.

4.8 Preparing for Classes to Begin

Your first day of IEP classes will be a long and tiring, but exciting day. You will meet all of your teachers, and the students that will be in your section. Bring all of your books, pencils, and paper to class with you.

4.9 Email and Computer Lab Training

This will take place early in the term for students who need it. You will learn how to set up and log into your University email account. This is the email account that you **MUST** use to communicate with your IEP instructors and receive University information. You should check this email 1 or 2 times each day. In addition, you will learn how to log in to use the lab computers and how to print documents.

5.0 IEP Classes

The Intensive English Program at the University of Missouri in Columbia, Missouri has five levels and offers courses in listening, speaking, reading, writing, and grammar at each level. Each of these courses is briefly described below.

Each course has goals. Goals are what successful students will be able to do after completing the level. Although these goals may sound simple and easy, they require a lot of work to achieve success at each level.

In the summer, morning classes meet for 75 minutes each day, and afternoon courses meet for 90 minutes on Mondays through Thursdays, unless otherwise noted.

5.1 Course Goals

5.1.1 Level 1 Courses

Grammar with Writing

Students will learn to recognize and use basic grammatical structures. Students will use these structures to produce basic sentences and short paragraphs on topics from daily life.

Guided Reading and Vocabulary

Students will increase reading fluency and vocabulary in beginning-level texts while developing independence and an appreciation of reading.

Listening and Speaking

Students will develop the listening and speaking skills required to comprehend and talk about basic information and everyday situations.

Reading Skills

Students will develop the reading skills and vocabulary required to comprehend short, simple texts on general interest topics.

5.1.2 Level 2 Courses

Grammar

Students will learn low-intermediate grammatical structures including modals, simple and progressive verb tenses, and expressions of quantity.

Listening and Speaking

Students will develop the listening and speaking skills required to comprehend and talk about simple familiar topics.

Reading

Students will develop the reading skills and vocabulary required to comprehend short, predictable texts on general interest topics.

Writing

Students will develop their writing skills with a focus on paragraphs and attention to sentence structure and English mechanics.

5.1.3 Level 3 Courses**Grammar**

Students will learn intermediate grammatical structures including present perfect tense, simple gerunds and infinitives, comparatives and superlatives, and restrictive adjective clauses.

Listening and Speaking

Students will develop the listening and speaking skills required to comprehend and discuss adapted academic topics.

Reading

Students will develop the reading skills and vocabulary required to comprehend pre-academic and adapted academic texts.

Writing

Students will improve their paragraph-writing skills and develop the writing skills required to produce short essays.

5.1.4 Level 4 Courses**Grammar**

Students will learn high-intermediate grammatical structures including past perfect tense, passive voice, noun clauses, adjective clauses, and adverb clauses.

Listening and Speaking

Students will develop the listening and speaking skills required to comprehend and discuss academic topics and adapted university lectures.

Reading

Students will develop the reading skills and vocabulary required to comprehend adapted university-level texts.

Writing

Students will develop the writing and critical thinking skills required to produce academic essays

5.1.5 Level 5 Courses**Grammar**

Students will learn advanced grammatical structures including passive and perfect modals, passive gerunds and infinitives, conditionals, and reported speech.

Listening and Speaking

Students will develop the listening and speaking skills required to comprehend and discuss university lectures and academic interactions.

Reading (Reading and Writing is a two-hour block)

Students will develop the reading skills and vocabulary required to comprehend and analyze university-level texts.

Writing

Using university-level texts, students will build the writing skills required to produce well-developed academic papers and become more proficient at writing for different audiences in a variety of formal and informal contexts.

5.2 Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) describe what you will learn to do in order to reach the goals in Section 5.1.

5.2.1: Level 1 Beginning				
Grammar with Writing	Recognize and use basic grammatical structures using the context of simple sentences	Find and correct written errors given focused guidance in simple sentences involving Level 1 grammatical structures	Write a simple paragraph on a topic from daily life, using Level 1 grammatical structures	Write for basic, everyday situations
Guided Reading and Vocabulary	Increase comprehension and fluency while reading fiction and non-fiction leveled texts	Increase basic English vocabulary		
Listening and Speaking	Present basic information about daily life for about one minute	Identify main ideas and supporting details in simple monologues and discussions on general interest topics at a slow speed	Engage in simple conversations in basic, everyday situations	
Reading Skills	Identify main ideas and supporting details of simple, predictably organized short texts on general interest topics			

5.2.2: Level 2 Low Intermediate

Grammar	Recognize Level 2 grammatical structures using the context of sentences	Use Level 2 grammatical structures in writing and/or speaking	Find and correct written errors involving Level 2 grammatical structures
Listening and Speaking	Present information about general interest topics for a minimum of two minutes	Identify main ideas and supporting details in adapted monologues and discussions on general interest topics at a slow to moderate speed	Engage in conversations on everyday situations using opinions and examples
Reading Skills	Identify main ideas and supporting details of short, predictably-organized texts on general interest topics		
Writing	Write a well-organized paragraph with a topic sentence and controlling idea on a general interest topic, using Level 2 grammatical structures	Write short passages for everyday situations	

5.2.3: Level 3 Intermediate

Grammar	Recognize Level 3 grammatical structures using the context of sentences and passages	Use Level 3 grammatical structures in writing and/or speaking	Find and correct written errors involving Level 3 grammatical structures
Listening and Speaking	Present information about familiar topics using at least one visual aid for a minimum of three minutes	Identify main ideas and supporting details in pre-academic lectures and discussions at a moderate speed	Engage in conversations on familiar pre-academic topics
Reading	Identify main ideas and supporting details of pre-academic and adapted academic texts		
Writing	Write an organized and adequately developed four-paragraph essay on an academic topic, using Level 3 grammatical structures	Write short passages for everyday situations with some control of register	

5.2.4: Level 4 High Intermediate

Grammar	Recognize Level 4 grammatical structures using the context of sentences and passages	Use Level 4 grammatical structures in writing complex sentences and/or in speaking	Find and correct written errors involving Level 4 grammatical structures
Listening and Speaking	Present information using one familiar source for a minimum of four minutes	Identify main ideas and supporting details in adapted academic lectures and discussions on academic topics with near native-like speed in a range of accents	Engage in discussions about familiar academic topics
Reading	Identify main ideas and supporting details of adapted, university-level texts	Synthesize ideas within and across adapted university-level texts	
Writing	Write an organized and adequately developed five-paragraph essay on an academic topic, incorporating sources with guidance and using Level 4 grammatical structures	Write short passages with adequate control of register	

5.2.5: Level 5 Advanced

Grammar	Recognize Level 5 grammatical structures using the context of sentences and passages	Use Level 5 grammatical structures in writing complex sentences and/or in speaking	Find and correct written errors involving Level 5 grammatical structures
Listening and Speaking	Present information using at least one academic sources for a minimum of five minutes	Identify main ideas and supporting details in academic lectures and discussions on academic topics with native-like speed in a range of accents	Engage in discussions on academic topics at the undergraduate level
Reading	Identify main ideas and supporting details of university-level texts	Synthesize ideas within and across university-level texts	
Writing	Write a well-organized and well-developed multi-paragraph (5+ paragraphs) essay on an academic topic, synthesizing multiple sources, and using Level 5 grammatical structures	Write short passages, including interactive texts, with appropriate control of register	

6.0 Cultural Appropriateness

6.1 IEP and Classroom Expectations

- Listen when others are speaking. You also have a right to expect others to listen when you are speaking.
- Speak when you are called on. Speak loud enough so everyone can hear you.
- Raise a hand when you want to say something. Wait to be called on to speak. Students do not usually just call out answers to questions (although some teachers might want you to do that sometimes).
- Give your attention to the class, not to phones, windows, or daydreams.

A Safe Classroom

- Students learn languages better, faster and more easily in a classroom where they feel safe and comfortable.
- All students must feel comfortable in the classroom – willing to take risks and practice language.
- Students need to respect each other: be supportive and helpful as a group to enable each other to learn.
- A joke can be fun, but be careful: sometimes jokes or laughter harm other people.
- Respectful students do nothing that prevents others from learning.

6.2 Student English Use

In the Intensive English Program, we have students and faculty who speak a variety of languages, all of which are valuable and important to the world in which we live. As students in the IEP, you have come here to learn English and we want to encourage you in your efforts.

To help you learn English faster, the IEP encourages you to use English when you are in or around McReynolds Hall. Please encourage your friends and fellow classmates to do the same. Remember that using a language that others do not speak excludes them from your conversation. That can lead to misunderstandings, bad feelings, and a negative atmosphere.

The IEP requires you to speak English in the classroom. To encourage you to practice speaking English outside of the classroom, CELL faculty and staff will be handing out “CELLebration tickets” when they observe students speaking English to their classmate(s) and friend(s) in the halls, in the student room, in the computer lab, and near and around McReynolds Hall. If they “catch” you speaking English, they may give you a “CELLebration ticket” to celebrate. Students cannot ask for a ticket; they just have to be caught speaking English.

When a student receives a ticket, they should tell the faculty or staff member their name and section which will then be written on the ticket. The student should take the ticket to the main office (Room 208) and drop it into the CELLebration Box. From time to time, students’ names will be drawn from the box and prizes awarded. At the end of the term, the students who have been caught speaking English the greatest number of times and the section with the highest percentage of tickets will be awarded a special prize.

6.3 Being a Serious Student in an American University

Habits of Successful College Students

- Take personal responsibility for learning
- Have a schedule and follow it
- Attend all classes and arrive early to be ready to start class on time
- Do all homework (to study and practice English – and to think about it)
- Pay attention in class (avoid being distracted by digital devices like a phone)
- Participate in class (easier when prepared and homework is done)
- Show your best work on tests and quizzes (easier when prepared and homework is done)
- Come to class with all of the tools needed for success: books, notebook, pen and pencil, eraser, class handouts, and other materials required by the instructor

Habits of Successful Language Learners

- Understand the importance of learning another language
- Take responsibility for their own learning
- Develop strong daily habits for language study
- Don't expect perfection
- Develop and maintain support networks
- Make boring things interesting for themselves
- Understand their own learning style
- Appreciate the culture that the language represents
- Make their life into their classroom

Read more here: <http://reallifeglobal.com/effectivlearners/>

All of these habits help you, but also help the instructor AND all other students in the class. The teacher and all the students in the class are working together toward the same goal. Research shows that the attitude of the students in the classroom is the biggest determiner of the success of the class.

Personal Traits of a Successful Student

- Has a positive mental attitude (wants to learn and is willing to work hard to learn)
- Is persistent: successful students do not give up easily
- Is polite and respectful with instructors and other students in the class
- Actively plans and manages personal time (a time to study, a time to relax, a time to sleep)
- Is willing to take risks to practice and learn the language; this includes participating in class activities
- Is flexible: uses different strategies, not just favorite or comfortable ones

Here is an extensive list of the traits of good students. How do you do on this list?

<http://www.niagara.edu/assets/listpage/40-Characteristics-of-Successful-Students.pdf>

6.4 Food and Drinks in Classrooms

Please help us keep the IEP clean. When you have food or drinks inside the building, be careful with them. If you spill something, please clean it up, or let an instructor or administrator know. We can help get someone to come and clean it up, if it's a serious spill.

Be sure to use the wastebaskets in each room for anything you want to throw away.

Food is not allowed in any IEP classroom or in the laboratory. Some people may have a medical requirement to eat a small amount of food regularly. If you have a medical reason to eat in a classroom, please talk with your instructors.

The only drink that is allowed in classrooms is water. Other drinks must be taken outside. Water is not allowed in the computer laboratory.

6.5 Electronics in Classrooms

- Phones must be turned off (silent mode) and put away at all times; if there is a personal emergency and you may be expecting a phone call at any time, talk to your instructor BEFORE class for instructions and permission.
- No electronic devices (e.g., computer, phone, earbuds, etc.) may be used in class at any time without the instructor's permission.
- No recordings of any kind (i.e., audio, video, photograph) may be made in a class without the instructor's permission.
- Digital dictionaries may be used with the instructor's permission.
- You must have other students' permission before recording or photographing them in class.
- Recordings and photographs in classes may be used for educational purposes only in relation to that class and for no other purpose unless permission is given by all people in the recording or photograph. Use of recording and photographs for any other purpose could result in legal action.
- Taking pictures of quizzes, tests, exams or any other evaluation is expressly forbidden.

6.6 Academic Integrity

Your instructors will talk with you about academic integrity. They will explain why it is a very important issue in US universities. Academic integrity means that you do your own work for your classes, that you do not cheat on any work or tests, and that you do not help another student to cheat on any university work.

6.6.1 Consequences of Cheating and Plagiarism

There are many consequences of cheating and plagiarizing. The consequences may vary based on whether the act of cheating or plagiarism is the first offense or a subsequent offense. Also, the degree of severity will be considered. (See examples below). Depending on the circumstances, the opportunity to revise a plagiarized or compromised assignment may or may not be allowed according to the instructor's judgement. Consequences may include one or more of the following:

At the discretion of the instructor:

1. Receiving a warning;
2. Receiving a penalty on the assignment, quiz, or exam;
3. Receiving a zero or an F on the assignment, quiz, or exam with a chance to revise or redo it;
4. Receiving a zero or an F on the assignment, quiz, or exam with no chance to revise or redo it;
5. Referral to IEP Student Advisor.

At the discretion of IEP Director:

6. Receiving an F in the course;

7. Being put on probation;
8. Dismissal from the IEP;
9. Other action.

In all situations, documentation of the incident will be placed in the student's file in the CELL office.

6.6.2 Examples of cheating or plagiarism:

1. Allowing another person to complete, edit, or revise your assignment;
2. Prewriting and memorizing an essay before an exam or in-class writing;
3. Copying word-for-word another student's assignment;
4. Allowing another student to copy your assignment, quiz, or exam;
5. Inventing (making up) content for a paper or speech while claiming this information is based on research or expert opinion;
6. Communicating with another student during an exam or quiz;
7. Taking an exam for someone else or allowing someone else to take an exam for you;
8. Looking at another person's answers on an exam;
9. Using electronic devices to copy test materials or to receive information during an exam, quiz, or controlled class activity;
10. Using a prewritten essay;
11. Copying word-for-word from someone else's published writing or lecture without acknowledgment. This includes cutting and pasting from Internet sources and/ or printed sources without citing them by stating author, title, and page numbers;
12. Copying word-for-word from unpublished spoken or written material, such as a professor's lecture and handouts without proper citation;
13. Using your own words to express someone else's ideas (paraphrasing) in an essay or presentation but not citing the sources in-text or writing a reference list;
14. Finding an article in your native language, translating it, and submitting it as your paper or presentation;
15. Submitting an essay or presentation which you yourself had prepared for another course;
16. Memorizing passages from sources word-for-word to use in essay answers on exams or in presentations.

6.7 Responsibilities as a University of Missouri Student

IEP students are members of the University of Missouri community. You have the same privileges and responsibilities as any MU student. You can learn more about these responsibilities and rights on the following websites at the MU Office of Student Conduct.

<http://mbook.missouri.edu/>

The M Book is the Student Code of Conduct at the University of Missouri. The M Book outlines behaviors and actions for which students, if found responsible, can be issued sanctions ranging from a warning to suspension and expulsion. The purpose of the Standard of Conduct is to maintain a safe campus community, one where students can learn and be successful.

If you have any questions regarding the information in the University of Missouri M-Book, please contact the Office of Student Conduct via email at conduct@missouri.edu.

http://www.umsystem.edu/ums/rules/collected_rules

This the home page of the University of Missouri System of Collected Rules and Regulations. These are policies that apply to everyone at MU including students, faculty and staff.

6.8 No Smoking/No Using Tobacco Products

All buildings and property at the University of Missouri are tobacco-free. This means there is no smoking or using of any type of tobacco products at MU indoors or outdoors. Please be respectful of other properties when you do smoke. Usually, Americans do not throw cigarettes on the ground when they are finished. Find a good place to put them.

7.0 Living in Columbia

Columbia is a nice place to live. It is a small, friendly town. There are many international students and immigrants. There are good schools, good health care, and it is not expensive to live here.

7.1 Housing

Students are able to have a room and meals in a university residence hall on a first-come, first-served basis. A small number of unfurnished university-owned apartments are also available for married students. For more information about living in a dormitory or in university-owned married student housing, go to the University of Missouri Residential Life web site <http://reslife.missouri.edu>.

If you want to live in an apartment, you should plan to arrive several days before the date of registration. You will probably need to stay in a hotel until you find an apartment. For more information about living off campus go to the University of Missouri Off-Campus Student Services web site <https://offcampus.missouri.edu/>

University housing offices are open during the normal business week only (Monday through Friday, 8:00 a.m. to 12:00 and 1:00 p.m. to 5:00 p.m.). If you arrive after 5 p.m., or on a weekend, you will need to stay in a hotel or motel.

The MU International Center website offers more information about housing. <http://international.missouri.edu/come-to-mu/living-in-columbia/housing.php>

7.2 Meal Plans

The university offers a variety of dining services for all students whether they live in residence halls or off-campus. There are different meal plans that students can buy according to where they live. See Mizzou's Campus Dining Services website for more information about meal plans (called block plans) and places to eat. <http://dining.missouri.edu>.

7.3 Arriving in Columbia

Columbia, Missouri is located midway between St. Louis and Kansas City, both of which have international airports. There is also a regional airport about 20 minutes south of Columbia. Taxi service from the Columbia Regional Airport is available.

MO-X provides a bus/shuttle service to and from the airports in St. Louis and Kansas City. For schedules and fees check <http://moexpress.com/moxolrs/default.aspx>.

The MU International Center website offers more information about getting to Columbia. <http://international.missouri.edu/come-to-mu/living-in-columbia/getting-to-columbia.php>

7.4 Transportation in Columbia

Like many other small towns in the mid-western part of the country, getting around Columbia has some challenges. There is a city bus system. Check their website for prices and schedule <https://www.gocomotransit.com/> .

There is also a bus service that goes around the campus. This is called the Circulator. Students can use this for free. The Tiger Line also operates a shopping bus service to the intersection area of Broadway and Stadium. <https://parking.missouri.edu/parking/transportation>

The community of Columbia strongly supports walking and riding a bicycle. Many streets have bike lanes, and there are many walking and biking paths that connect different parts of the city. One popular walking path is the MKT Nature and Fitness trail. <https://www.como.gov/parksandrec/trail/#directory>

Many students find that the best way to get around Columbia is to buy a car. This comes with responsibilities and costs. You will need a Missouri driver's license. The website for the Missouri Department of Motor Vehicles will provide information about how to get a Missouri driver's license. You will also need to get your car licensed, and you must have automobile insurance. <http://www.dmv.org/mo-missouri/>

If you own a car, you must park it somewhere. Parking your car at your apartment is usually free. On-campus parking requires a paid parking pass from the University Parking and Transportation Services <https://parking.missouri.edu/parking/student>, or you must pay hourly meters. It is usually easy to find a parking space with a meter that is close by, but you have to watch the time, and you may need to pay more money. These spaces cost \$1.00 per hour, and some have a limit on the hours that you can park there. If you run out of money in your parking meter, you could get a parking ticket and have to pay a fine.

Do not park in the lots without permission or in business parking like Hardees and Luckys. The owner can have your car towed away if you park there, and it will cost at least \$80 (cash only) to get your car back!

If you park at the meter on the streets, make sure that you pay close attention to the signs and information on the meters.

How Long Can I Park Here?

The color of your meter indicates how long you may park during enforcement hours.

www.como.gov/Maps/Parking/



Parking Rates	
Downtown Zone	60 Cents/Hour
Campus Zone	\$1/ Hour
Garages	50 Cents/Hour

Parking Enforcement Hours		
Parking Garages	8a-6p	M-F
Parking Lots	8a-6p	M-S
Street Meters	9a-7p	M-S

<https://www.como.gov/publicworks/parking/>

For more information about transportation, see the International Center website:
<http://international.missouri.edu/come-to-mu/living-in-columbia/transportation.php>

7.5 Weather

There is an old saying in Missouri, “If you don’t like the weather, wait five minutes.” This is because our weather can change very quickly.

In the winter, it is common for the temperature to be between 0° and 5°C, but it can drop to as low as 23° C or get as high as 21°C. There is often strong wind, snow or freezing rain.

Summer weather is hot and humid. The average daytime temperature in Columbia is around 31°C, but it can be as low as 11°, or as high as 41°C.

During the spring and fall, there are many beautiful, comfortable days, but anything is possible. Always be prepared for sudden changes.

We sometimes get severe weather. Ice and snow storms occur in winter. Thunderstorms with wind, lightning and hail can happen in the spring, summer and autumn. Some storms can cause tornados or flooding.

The city of Columbia has an emergency alert system with sirens. The sirens are tested on the first Wednesday of each month at noon. If you hear the sirens at any other time, it is important to know what to do. For a severe thunderstorm or tornado warning, you should go to the lowest level of your house or apartment, away from windows, and stay there until the storm passes.

For information on current weather conditions, or future weather, go to one of the local TV stations: ABC channel 17 www.abc17news.com or KOMU channel 8 www.komu.com. These sources will let you know if any schedules are changed or if classes are cancelled.

7.6 MU Alert

The University also has its own alert system. There are the yellow boxes in the halls of University buildings. When there is an emergency, this alarm will go off. You can go to the box and read the information on the screen.

The MU Alert website offers the following general procedures to follow in an emergency. In the event of a campus emergency, remain calm. Use common sense and assist others as necessary without endangering yourself.

- Contact the nearest MU staff member for information, instructions or assistance.
- Evacuate buildings immediately if requested by authorities, upon hearing an alarm or when you sense that remaining inside may be dangerous.
- In emergencies, do not use the MU telephone system except to report the emergency situation.
- Do not use elevators.
- Do not risk your life or the lives of others by reentering a building to save personal or University property.
- Do not cross Police barriers without permission.
- Do not exceed your training or knowledge in attempting to provide first aid.

- Use your cellular phone as the University phone services may be down or overloaded.
- Contact a family member or a friend to let them know you're safe once you have reached a secure location.
- If an emergency occurs while you are off campus, please do not drive to campus unless advised to do so.
- Tune in to a local media outlet or this Web site for current information regarding this emergency. <http://mualert.missouri.edu/students/offCampus.php#emergency>

In the event of a campus emergency that could affect the health and safety of students and employees, the University will immediately activate an emergency mass notification system. So that you can be warned of any pending danger, please update your cell phone and/or text messaging contact information.

1. Go to [myZou](#).
2. Log in with your User ID and password.
3. Click Self Service on the main page or in the left-hand menu.
4. Click Campus Personal Information on the main page or in the left-hand menu.
5. Click Phone Numbers.
6. Add your contact information (cell phone and/or text messaging) and choose your preferred method of contact.
7. Click Save.

7.7 Insurance and Health Care

All international students at MU are required to buy the MU medical insurance policy (Aetna Student Health) to cover services not provided at the MU Student Health Center, such as hospitalization, surgery or complex medical treatment resulting from serious illness or accident.

A medical policy is also available for a student whose family comes to live in the US. If you would like your family (e.g., husband, wife, children) to have medical insurance, we can give you more information.

If you have a question about the Aetna Student Health Insurance and would like to talk to someone who can explain the information in your language, you are welcome to call the language assistance numbers below for assistance:

To access language services at no cost to you, call 1-877-375-7905 .

Para acceder a los servicios de idiomas sin costo, llame al 1-877-375-7905. (Spanish)

如欲使用免費語言服務，請致電 1-877-375-7905 。 (Chinese)

Afin d'accéder aux services langagiers sans frais, composez le 1-877-375-7905 . (French)

Para ma-access ang mga serbisyo sa wika nang wala kayong babayaran, tumawag sa 1-877-375-7905 . (Tagalog)

Um auf für Sie kostenlose Sprachdienstleistungen zuzugreifen, rufen Sie 1-877-375-7905 an. (German)

للحصول على الخدمات اللغوية دون أي تكلفة، الرجاء الاتصال على الرقم 1-877-375-7905 . (Arabic)

Pou jwenn sèvis lang gratis, rele 1-877-375-7905 . (French Creole-Haitian)

Per accedere ai servizi linguistici, senza alcun costo per lei, chiami il numero 1-877-375-7905 . (Italian)

言語サービスを無料でご利用いただくには、1-877-375-7905 までお電話ください。 (Japanese)

무료 언어 서비스를 이용하려면 1-877-375-7905 번으로 전화해 주십시오. (Korean)

برای دسترسی به خدمات زبان به طور رایگان، با شماره 1-877-375-7905 تماس بگیرید. (Persian-Farsi)

Aby uzyskać dostęp do bezpłatnych usług językowych proszę zadzwonić 1-877-375-7905 . (Polish)

Para acessar os serviços de idiomas sem custo para você, ligue para 1-877-375-7905 . (Portuguese)

Для того чтобы бесплатно получить помощь переводчика, позвоните по телефону 1-877-375-7905 . (Russian)

Nếu quý vị muốn sử dụng miễn phí các dịch vụ ngôn ngữ, hãy gọi tới số 1-877-375-7905 . (Vietnamese)

What to do if you get sick?

International students are required to have health insurance.

If you get sick, call and make an appointment at the Student Health Center (573) 882-7481

In the U.S., we don't go to a hospital unless it is an emergency. Hospital visits are very expensive!

The hospital emergency room is for serious illnesses and accidents. It is very expensive and your insurance will not cover all of the cost.

After-Hours Assistance

When the Student Health Center is closed:

- If you have a life-threatening situation, call 911 or go to the nearest emergency room.
- The University Hospital Emergency Department's number is 573-882-8091.
- A 24-hour behavioral health crisis hotline is available at 800-395-2132.
- If the condition is urgent, but not life threatening, students should check their insurance plan to find out which urgent care or quick care facility will be covered.
- The Mizzou Urgent Care is located at 3916 S Providence Road.

- Mizzou Quick Care Clinics are located in the three Columbia HyVee stores.
- Four independently operated urgent care facilities are in Columbia.
- Note: These services are not covered by your pre-paid health fee.
- You may also call the Health Center's main number (573) 882-7481 to speak directly with a registered nurse or leave a message, which will be received on the next business day.

The MU International Center website offers more information about immunizations, insurance and health care. <http://international.missouri.edu/come-to-mu/living-in-columbia/immunizations-insurance-and-healthcare.php>

7.8 Other Important Essentials

It is recommended that you make a photo copy of your passport and keep the original in a safe place.

Do not leave personal possessions (e.g., books, backpacks, Laptops) unattended while in McReynolds Hall or in other campus locations. Theft is a possibility.

The MU International Center has a lot of useful information on their website:

- Money and Banking: <http://international.missouri.edu/come-to-mu/living-in-columbia/money-and-banking.php>
- Food Stores near campus: <http://international.missouri.edu/come-to-mu/living-in-columbia/food-stores.php>
- Postal and Telephone Services: <http://international.missouri.edu/come-to-mu/living-in-columbia/postal-and-telephone-service.php>

8.0 IEP Policies

8.1 Attendance

The Intensive English Program has a strict attendance policy. Attendance in IEP classes is taken from the first day of classes each term. The best way to learn and make the fastest progress is to be in class. Your attendance will be reported on the midterm and the final evaluation reports.

- 1) **COMMUNICATING WITH INSTRUCTORS:** Notify each instructor of absences as soon as possible (by email), and in advance when possible (by email or in person). Do not wait until after an absence to contact an instructor, especially if the absence is more than 1 day.
- 2) **NO EXCUSED ABSENCES:** No absences are excused. However, sickness and holidays will be considered in decisions about late work and behavioral probation.
 - A. **SICKNESS:** If you are sick, please go to the doctor, and then do not come to if the doctor says you should stay home. Contact your teachers and let them know that you are sick. The next day you come to class, please bring the doctor's note about your absence, and show it to all of your instructors for the classes missed. Then take the note to the main office (McReynolds 208) so that it can be placed in your file. Medical excuses must be submitted no more than 1 week after returning to class, and preferably on the first day back. Medical excuses will not be accepted following 1 week after returning to class. Absences for medical reasons will be considered when making decisions regarding work missed, probation, and continued enrollment in the IEP. If you are having problems with attendance, talk to your instructors. Let us know about problems in advance, not after the problem becomes big.
 - B. **HOLIDAYS:** If you plan to be absent for a non-MU observed holiday, please plan accordingly as these days will count as absences. If you plan to be absent for a holiday, you must notify each of your instructors in advance. According to University of Missouri policy regarding religious holidays, instructors will allow you to make up the work missed for the celebration of a religious holiday only if you have informed them ahead of time.
- 3) **PLANNED ABSENCES:** If you know that you will be absent for a particular day, for example, to take a TOEFL test in another city, you must tell each instructor of the classes you will miss as soon as possible so that your instructors can plan classes and talk to you about your homework assignments.
- 4) **BEING ON TIME & PREPARED FOR CLASS:** Come to class on time. "On time" arriving a little early, sitting, and being ready to begin class on time. If you enter late, enter quietly and do not disturb your class. If you are late three times, it equals 1 absence (3 lates = 1 absence). If you are more than 10 minutes late to class, you will be marked absent. Come to class ready to work and learn. Bring your books, notebook, pen, pencil and any other materials you need for the class. If you are not prepared for class, you may be left out of class activities, asked to leave the room, or marked absent.
- 5) **LEAVING CLASS:** Stay until the end of class. Do not start packing your bag until your teacher tells you class is finished. Students who leave class early may be marked late or absent.
- 6) **SLEEPING:** Please get enough sleep at home. Sleeping in class is considered disrespectful in the USA. If you sleep in class, you may be asked to leave the room and you may be marked absent.

8.2 Excessive Absences

Excessive absences can result in a student being placed on Behavioral Probation at any time. Continued excessive absences can lead to dismissal from the IEP at any time.

What does “Excessive Absences” mean? At any time in the term, you can be placed on Behavioral Probation if your absences exceed:

- 15% in any single IEP course; OR
- 10% total absences in all IEP courses together.

End of Semester: Possible Behavioral Probation for Excessive Absences

Students may be placed on Behavioral Probation or dismissed at the end of the term if they have:

- 15% absences in any course
(i.e., 10 or more absences in any class in Fall and Spring;
5 or more absences in any class in Summer); OR
- 10% absences total for all IEP courses
(i.e., 28 or more total absences in all classes together in Fall and Spring;
14 or more total absences in all classes together in Summer).

Upon exceeding 25% absences in any one course, or upon exceeding 20% absences total among all courses, an IEP student may be dismissed.

Students who enter the US on F-1 (student) visas are required to be full-time students and maintain “full-time status” while they are in the country. For IEP students, this means that they must be enrolled full time for 20 hours a week and that they must adhere to the IEP attendance policy. You are much more likely to make satisfactory progress in the IEP by meeting the attendance requirements. If you do not meet the attendance requirements, you can be dismissed from the IEP at any time. This means that your visa will be terminated and you will be required to leave the United States. If your visa is terminated because you are dismissed, you could have problems getting other U.S. visas in the future.

8.3 Absence from Course Evaluations (Tests, Quizzes, Presentations, etc.)

You must take all classroom evaluations (tests, in-class writing assignments, presentations, etc.) at their scheduled times. If you know that you will be absent for an evaluation, you must inform the instructor as soon as you know you will be absent. You may make up (take) the evaluation at a later time only if the absence was unavoidable and the instructor of the course or the IEP director gives you permission.

You must take all midterm exams, final exams, the final IEP battery (the exams given to all students in the IEP at the end of each session), and the IEP TOEFL tests. Students who are absent from any one of these tests, sleep through tests, or leave and do not return to a test may be placed on probation unless the student can explain why the absence or behavior was unavoidable.

8.4 Missing Final Exams

You must take all midterm exams, final exams, the final battery and the TOEFL tests. Students who miss any of these exams will be required to take the “New Student Placement Tests” at the start of the next term of study. Students who miss IEP final exams may be placed on academic probation.

8.5 IEP Attendance Certificate

At the completion of Fall or Spring semester, students who have six or fewer absences in each course will be awarded a Certificate of Attendance in the Intensive English Program. For Summer term, the requirement is three or fewer absences.

8.6 Academic Probation

Throughout the term, you will receive number grades in each of your courses. These grades will be based on your performance on different kinds of evaluations, including exams, quizzes, compositions, oral and written reports, presentations, in-class assignments, and participation in classes. At the end of the term, Average Academic Achievement grades between 75% and 100% with no course achievement grade below 70% are considered by the Program to be satisfactory; average Academic Achievement grades below 75% are considered to be unsatisfactory. Students with any single course Academic Achievement grade below 70% will be placed on Academic Probation for the next term that they are enrolled at the IEP.

Academic Probation means that you are not achieving course goals at an acceptable level. Academic Probation is not a punishment. This is our way to watch a student very carefully and to offer help and support. We always want to help students succeed, and this is one way for us to do that.

If you are placed on Academic Probation, you will receive a letter that explains what you must do in the following term of enrollment to remain at the IEP. Students who are on Academic Probation are required to attend more classes (fewer absences) and earn better grades than the minimum requirements for all IEP students. They are required to meet with the IEP Student Advisor at midterm, and they must complete a self-assessment before that meeting.

If you do not meet the terms of Academic Probation, you may be dismissed from the IEP. If you do not meet the terms completely but you almost meet them, the IEP Director may allow you to continue to study on Continued Probation. If you meet the terms of Academic Probation, you will be removed from probation (Return to Good Standing).

Students who do not meet all of the terms of academic probation can be dismissed from the IEP. Students who are dismissed from the IEP may apply for readmission after they are gone for at least one full semester, and after they have attended another university or high-quality ESL program for one semester or more, if they have earned good grades and had good attendance. Readmission is not guaranteed.

8.7 Behavioral Probation

Students who earn less than an average of 75% on the Student Engagement Score component of the course grade (combined from all courses) will be placed on Behavioral Probation. Students who earn a single course Student Engagement Score of less than 70% will be placed on Behavioral Probation. The requirements for Behavioral Probation are similar to Academic Probation. There may be additional requirements based on the behavioral issues. The requirements for Behavioral Probation will be explained in a letter provided to the student.

An IEP student can be placed on Behavioral Probation at any time for not conforming to IEP or University regulations regarding appropriate student behavior. Behavioral Probation will be applied for cases that are not covered by

academic misconduct. At the University, students are expected to conform to the Student Conduct rules in the Standard of Conduct. These can be found in the University of Missouri System Rules and Regulations: http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.010_standard_of_conduct

In particular, the IEP will place students on Behavioral Probation for the following, and IEP students may be subject to additional university sanctions (punishments) for these and others behaviors:

- Absences and late arrivals
- Physical abuse or threats towards other persons
- Harassment or any kind
- Discrimination of any kind
- Bullying
- Retaliation
- False reporting
- Sexual misconduct of any kind
- Threatening or intimidating behavior
- Disruptive conduct that interferes with the smooth operation of the program or other university functions, on or off campus
- Failure to comply with the directions of a university official who is performing university duties (including classroom instruction)

Most commonly, IEP students will be placed on Behavioral Probation for not meeting attendance requirements, i.e., absenteeism over 10% of total attendance, or 15% in any given class. Upon exceeding 25% absences in any one course, or upon exceeding 20% absences total among all courses, an IEP student may be dismissed.

Students who are on Behavioral Probation are required to meet with the IEP Student Advisor at midterm, and they must complete a self-assessment before that meeting.

Any decision regarding placement on Behavioral Probation or dismissal may be appealed within three working days of the decision notification to the student. See the Director of the Intensive English Program for information about the appeal process.

8.8 Statement of Promise for Intensive English Program Students

At the beginning of each term students are asked to sign the following Statement of Promise. An instructor goes over this with each student, a copy is placed in their file.

STATEMENT OF PROMISE FOR INTENSIVE ENGLISH PROGRAM STUDENTS

I understand that the Intensive English Program (IEP) expects its students to try their best to learn English, to be honest in their schoolwork, and to treat the IEP instructors, administrators, and other students with politeness and respect.

I **promise** the IEP instructors, administrators, and other students the following:

1. I will try my best and work hard to learn English.
2. I will attend all my classes and arrive on time for them.
3. I will take all of my tests on the days and at the times they are scheduled. I will also give oral presentations and submit written assignments on the days and at the times the instructors require.
4. I will come to class prepared to learn. I will do my homework every day and bring it with me to class. I will also bring to my classes the books, pencils, erasers, handouts, and other materials that I will need.
5. I will treat the instructors, administrators and other students with politeness and respect.
6. I will participate fully in classroom activities, including working in pairs or groups and practicing speaking English with any students in the class that the instructors tell me to.
7. I will not cheat on my schoolwork (tests, homework, in-class work, oral reports, or written reports).
8. I will speak **ONLY** English while I am in McReynolds Hall and encourage my peers.

I understand these promises, and I agree to follow them.

I understand that I will be placed on Behavioral Probation for not meeting attendance requirements, i.e., total absenteeism over 10% of total attendance, or 15% in any given class. I also understand that I could be dismissed immediately from the IEP in the event of excessive absences.

I also understand that MU admission decisions consider a student's complete academic record, including performance in the University's Intensive English Program (IEP). IEP students who 1) are conditionally admitted by the University of Missouri or 2) are applying for MU undergraduate admission must successfully complete their term and all required exams. IEP students may submit an outside English proficiency exam score (TOEFL iBT or IELTS) for MU admission purposes, but an outside English proficiency exam score *alone* does not replace the IEP verification of language readiness for academic work. Failure to receive the IEP verification of readiness may result in denial of admission.

Name (print) _____ Date: _____

Signature: _____

8.9 Homework and In-Class Work

You must do all of the homework assignments and in-class assignments with care and on time. Each instructor decides about giving credit for late homework. Receiving credit for an assignment means that the instructor accepts the homework that a student submits as satisfying the requirement that the homework be on time and of acceptable quality. In general, instructors will not give credit for late homework unless you have a medical excuse from a doctor who is licensed to practice medicine in the US. Regardless of the reason that your homework is late, you must give your instructors all of the assigned work.

If you are absent from class, the homework due for that day must be turned in on the day that you return to class. For example, if you are absent all day on Wednesday and return to your classes on Thursday, you must give your instructors all of the homework assignments that were due on Wednesday and Thursday. If you are absent from classes Wednesday morning but attend classes later that day, you must give your homework to the instructors of the morning classes when you return to the IEP.

If you were absent from a class, it is your responsibility to learn from your instructors or classmates what the homework assignments were during your absence and what was done in class. If you were absent, it is also your responsibility to make arrangements with classmates or the instructor to get any handouts you will need to do your homework for all of the days that you were absent. On the day you return to class, you are expected to give the instructor all of the assignments that are due. If you have a medical excuse for more than one day's absence, you should talk with your instructors about a schedule for turning in the rest of your homework that is due.

Each instructor will decide how homework will be graded.

8.10 Final Course Grade

Component Weighting

IEP Course Grades have two components. Each component uses a 100 point (100%) scale.

<u>Grade component</u>	<u>Weighting</u>
Academic Achievement Score	90%
Student Engagement Score	10%

Conversion of IEP Course Grade (%) to MU Letter Grade for Transcript

IEP course grades will be converted to letter grades according to the following scale (or with + and – as above):

A+: 100, 99, 98, 97	C: 76, 75, 74, 73
A: 96, 95, 94, 93	C-: 72, 71, 70
A-: 92, 91, 90	D+: 69, 68, 67
B+: 89, 88, 87	D: 66, 65, 64, 63
B: 86, 85, 84, 83	D-: 62, 61, 60
B-: 82, 81, 80	F: Below 60
C+: 79, 78, 77	

Grade Reports

IEP course grades will be recorded on students' University of Missouri transcript issued by the University Registrar. IEP courses do not count for college credit, and are not part of a student's MU Grade Point Average (GPA). Students may request an MU transcript from the Registrar's Office. See the Registrar's website at <http://registrar.missouri.edu> and click on Transcripts.

Academic Achievement Score

The Academic Achievement Score of 100% has the following weighted components:

Fall and Spring Semesters:

<u>Score component</u>	<u>Weighting</u>
Major assignments (determined by instructor)	40%
Minor assignments (determined by instructor)	15%
Midterm exam	20%
Final exam	25%

Summer Term:

<u>Score component</u>	<u>Weighting</u>
Major assignments (determined by instructor)	50%
Minor assignments (determined by instructor)	20%
Final exam	30%

Student Engagement Score

Students also receive a Student Engagement Score. This portion of each course grade is not used to determine progression from level to level. The Student Engagement Score maximum is 100%, and will count as 10% of the final course grade.

The components and weighting of the Student Engagement Score are determined by each instructor. This score can include things such as (not a comprehensive list):

- Homework completion
- Preparation for class
- Participation in class
- Attendance

Individual instructor's requirements will be included in the course syllabus.

8.11 Progression through the IEP

For Fall, Spring, and Summer terms, progression from level to level is determined by how well students achieve the stated Student Learning Outcomes for each course. **Only the Academic Achievement Score is used to determine progression.** To progress to the next level, students must achieve a minimum average semester score of 75% (out of 100%), with all course grades 70% or higher.

8.12 Repeating a level

Students may remain in the IEP as long as they are showing that they are making good progress in their study of English. Sometimes students need to repeat a level. If students do not progress out of a level after the second time, that student may be dismissed from the IEP.

8.13 Intensive English Program Completion and Exit Criteria

Program Completion

Program completion has a special meaning for US visa purposes. For the IEP, program completion means that you have successfully completed Level 5. A student who completes the program may stay in the US for a period of time according to US visa regulations. A student who voluntarily leaves the IEP before completion of Level 5 will have a shorter period of time to stay in the US. You should talk with a visa/immigration advisor in the International Student and Scholar Services Office to make sure you know how long you are allowed to stay in the US.

Program Exit Criteria

Students who do not plan to seek admission to the University of Missouri may exit the program when they feel that they have met their personal goals for English language learning. (This is not the same as completing the program. See *Program Completion* above.)

Undergraduate students who are conditionally admitted to the University of Missouri, or who plan to apply for undergraduate admission at the University of Missouri, can exit the program upon successful completion of Level 5 as demonstrated by achieving a minimum Level 5 course average score of 75% on the Academic Achievement scores, with no Level 5 individual Academic Achievement course score lower than 70%.

8.14 Graduate Students Seeking Admission to the University of Missouri

English proficiency requirements vary by academic department and program. It is an applicant's responsibility to know those requirements and to discuss the English proficiency requirements with the program or department.

8.15 Undergraduate Students Seeking Admission to the University of Missouri

IEP students who are eligible for admission to the University of Missouri must present an official statement from the IEP that verifies language readiness for academic work. This statement is included in the IEP End of Term report issued by the IEP.

IEP students who meet IEP exit criteria and who do not demonstrate a level of proficiency equal to or higher than the MU English language requirements (TOEFL iBT total score of 79 and no part score lower than 17) can be admitted to the AIM program (Academic Integration @Mizzou) if they otherwise meet admission requirements. For more information about AIM, go to <https://admissions.missouri.edu/apply-international/english-language-requirements/>.

IEP students who meet IEP exit criteria and who demonstrate a level of proficiency equal to or higher than the MU minimum English language requirements (TOEFL iBT total score of 79 and no part score lower than 17) can be admitted to the University of Missouri but may be required to enroll in ELSP courses as determined by the IEP and ELSP Directors.

IEP verification of English Proficiency: The IEP will review your level placement, Academic Achievement scores, Student Engagement scores, standardized test scores, and instructor comments to determine eligibility for verification of language readiness for academic work at the University of Missouri.

University of Missouri Undergraduate Admission Requirements

Please consult the University of Missouri International Admissions website for the most current requirements, or talk to an international admissions counselor in 230 Jesse Hall. The International Admissions website policy is the official policy. The International Admissions Office requires IEP verification of English proficiency for IEP students.

IEP students who are MU undergraduate applicants or conditionally admitted students to the University of Missouri may submit an outside standardized English test score (e.g., iBT TOEFL or IELTS), but **Admissions will also request verification from the IEP.** The IEP can verify readiness for admission to the AIM program or for meeting the MU minimum English proficiency requirement (total score of 79 and minimum part score of 17). IEP students who are applying for programs that have a higher TOEFL score requirement (e.g., journalism) should consult with the International Admissions office.

Some programs may require an official TOEFL/IELTS score in addition to any reports from the IEP.

8.16 Procedure for Appealing Initial Placement in a Level

Every effort is made to place students in appropriate levels based on their demonstrated English proficiency before classes begin. Therefore, it is rare that a change in level is made. If you are not satisfied with your initial placement in a level, you should go to the CELL office to complete a "Request for Change of Placement" within the first three days of class. You should attend assigned classes and do your best work.

In the first few days of the term, each instructor does additional diagnostic assessments. During the second week, instructors meet to discuss the results of the diagnostics and determine if a student is misplaced in the level. The director makes the final decisions regarding any changes of level, and then makes an appointment with any student who needs to be moved to a different level. All forms are returned to the students with a final decision, and copies of the form and justification for level changes are kept in the student's file.

A copy of the Request for Change of Initial Placement form is located below, or you can get a copy from the CELL Office in room 208.

Request for Change of Initial Placement

Last name:	First name:
Present level/section:	Requested level:
Term:	Today's date:

In the space below, explain why you want to change classes.

Signature

Date



Final Decision

The student will be moved to level_____.	
The student will not be allowed to change levels.	

IEP Director's Signature _____ Date _____



8.17 Procedure for Appealing a Grade

If you feel that a grade on an assignment or exam is incorrect or unfair, you should meet your instructor to discuss the grade and the instructor's performance criteria (objectives, rubrics, etc.).

If you disagree with a final course grade, you may formally appeal that grade. You should first make an appointment with the instructor. If you are not satisfied after this meeting, you may complete a Final Course Grade Appeal Form and submit it to the CELL office within 5 business days after the end of the term. A copy of that form is included below, but you can pick one up in the CELL main office, Room 208. No grade will be changed unless there was a mathematical error or there is evidence that the grade was based on arbitrary judgement.

The IEP Director will review the appeal to determine if an investigation is needed. If necessary, a committee will be called to investigate and review the situation. The committee will be made up of the IEP Director and two instructors (not the instructor who issued the grade). The IEP Director will make the final decision and notify the student of the decision. This decision will be noted on the Grade Appeal form, and a copy will be kept in the student's file.

Final Course Grade Appeal Form

Full Name:	MU ID #:
Level/Section:	Course:
MU email:	Grade Received:
Term:	Today's Date:
Signature:	

Please explain why you think that your grade is incorrect or unfair. Include evidence you feel would help support your situation.

Have you talked to the instructor about this? _____ yes _____ no

Submit this form to the CELL Office in 208 McReynolds Hall no more than 5 business days after the end of the term.

Outcome: (to be completed by the IEP Director)

IEP Director's Signature

Date

8.18 Student Complaint Process

We want all students to be successful in the Intensive English Program (IEP). We want you to have a comfortable, enjoyable and fair learning environment. If you are unhappy about a class, an assignment, or an instructor, or if you have a problem, the IEP faculty and directors want to help. We will listen to your problem and respect your opinion, and we will try to help you find a solution. However, sometimes something may happen that is very serious. If you believe that a stated or written policy has been violated, or if you feel you have been treated unfairly and you have not been able to find a solution, you can file a formal complaint.

In all cases, there are steps you should take to try to resolve the problem. Below is the procedure you should follow.

How to Handle a Problem:

1. For a Classroom Issue

- a. Please speak to your instructor first. Most class problems can be solved if there is communication between you and your instructor. Talk with your instructor after class or make an appointment time to meet. All of your instructors are available and willing to talk to you about your problem. Be open and honest with your instructor when you meet to discuss your problem. Try to work out a solution that works best for you and your instructor.
- b. If you do not want to talk with your instructor first, then make an appointment to talk with the IEP Student Advisor. The advisor will try to help you find a solution. The advisor may want to talk about your problem with your instructor (with your permission) or with the IEP Director.
- c. If the problem cannot be resolved with your instructor or the advisor, or if you feel that the solution is unfair or harmful, then you may prepare a written complaint.

2. For a non-classroom issue

Make an appointment to talk with the IEP Student Advisor. The advisor will try to help you find a solution. The advisor may want to talk about your problem with the IEP Director.

If you think that an IEP rule or policy has been violated or broken, or if you think there is a very serious problem that is hurting you, you can make a **formal complaint** (also called a grievance). A formal complaint is a written complaint of a serious nature involving a violation of stated or written policy, our mission, or our values. Because a formal complaint is very serious, you will make it in writing. Here are some examples of a formal complaint:

- An instructor changes the weight of a grade announced in the course policy.
- An instructor makes major changes to the course policy after the start of the term.
- An instructor makes a major change to an assignment not stated in the syllabus.
- The director announces that classes will end one week earlier than the date in the IEP calendar.

How to make a formal complaint:

1. Completing a Formal Complaint Form

After you talk with your instructor or the IEP Student Advisor, if you feel that the solution is unsatisfactory, especially if you feel that you have been harmed in some way, you may fill out a Formal Complaint Form. The IEP Student Advisor can give you a copy of the form or show you where to find it. You submit the completed form in a sealed envelope to the Front Desk in 208 McReynolds.

2. What happens when your form is received?

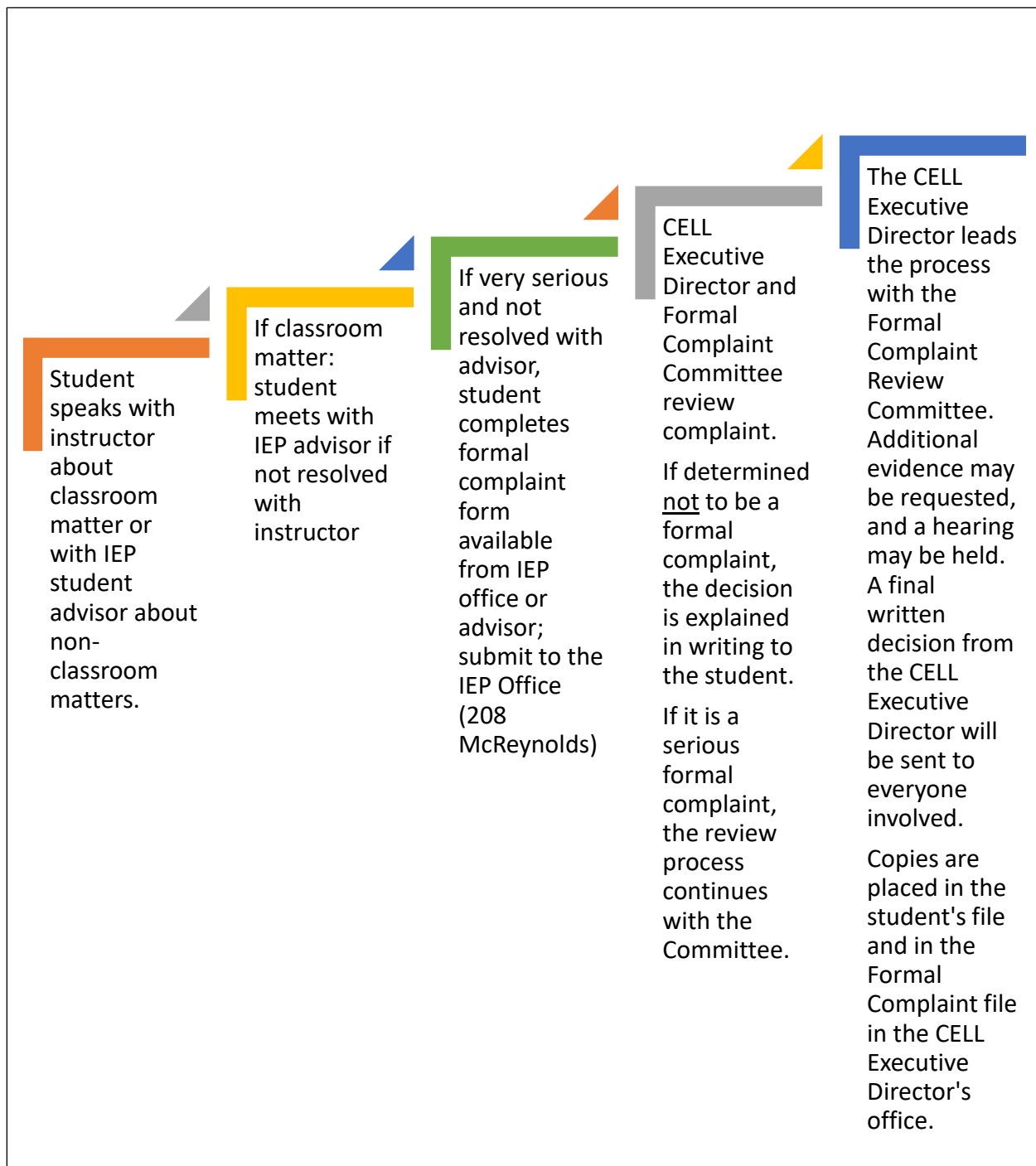
- a. After receiving the IEP Formal Complaint Form, the CELL Executive Director (or designee) will send you a written acknowledgement within two business days.
- b. The CELL Executive Director, together with a Formal Complaint Review Committee, will review your complaint. The committee will include the IEP Director, three instructors in CELL and the Executive Director. No one who is named in your complaint will serve on the committee. First, the committee will decide if this is actually a formal complaint.
 - i. If the problem is considered **not** to be a formal complaint (that is, no IEP rule or policy has been violated), then the decision you already received will not change and nothing more will happen. While we will try to resolve the problem as quickly as possible, the process may take up to seven business days, so please be patient. The CELL Executive Director will write to you and tell you about the committee decision.
 - ii. If the situation is considered a formal complaint, the CELL Executive Director will work through a process of reviewing the complaint, asking for additional information or evidence, and possibly having a hearing. The process may include a hearing where you and other people are asked questions so that the committee can understand everything very clearly. We will make every effort to complete the process within two weeks.
 - iii. The CELL Executive Director will let everyone involved in the complaint know about the final decision.
- c. Because formal complaints are usually very serious, we keep a record of the complaint. A copy of your formal complaint and any other papers will be kept in your file. They will also be kept in a special "Formal Complaints" file in the CELL Executive Director's office.

8.18.1 Intensive English Program Formal Complaint Form

If something has happened to you in the IEP that you believe is very serious, you can make a formal written complaint by completing this form. Please give as much information and as many facts as you can. Include any other evidence that will help us understand the problem. You can have someone else help you complete the form. An IEP Student Advisor can also help you.

When this form is finished, please put it in a sealed envelope and turn it in to the IEP Front Desk in 208 McReynolds. You will receive a written acknowledgement from the CELL Executive Director within two business days and more information about what will happen next.

8.18.2 Visual Summary: Reporting a Complaint in the IEP



8.19 Certificate of Attendance

At the completion of Fall or Spring semester, students who have six or fewer absences in each course will be awarded a Certificate of Attendance in the Intensive English Program. For Summer term, the requirement is three or fewer absences.

8.20 Sponsored Students

A “sponsored student” is a student whose government or some other agency or company is paying for his or her education. Sponsored students must follow the rules of the sponsoring agency regarding attendance, grades, GPA, classroom behavior, etc. Sponsors’ rules are generally stricter than those of the IEP. At the request of a sponsoring agency, the IEP will notify the sponsor if one of their students does not fulfill their IEP academic duties. Attendance is reported to sponsors regularly. Midterm and final grades are reported. Any change in academic standing (probation, dismissal, return to good standing) is reported to sponsors. We strongly advise all sponsored students to stay in contact with their advisor in the sponsor’s office.

9.0 About Columbia

Columbia is a great town to live in! It’s quiet, safe, and close to two major American cities: Kansas City and St. Louis.

There are a lot of great websites that provide extensive information about Columbia. Check these out:

- MU International Center / International Student and Scholar Services: <http://international.missouri.edu/come-to-mu/living-in-columbia/index.php>
- MU Admissions: <http://admissions.missouri.edu/mizzou-life/columbia/index.php>
- City of Columbia: <https://www.gocolumbiamo.com/>
- Columbia Convention and Visitors Bureau: <http://www.visitcolumbiamo.com/>
- Columbia Chamber of Commerce: <http://www.columbiamochamber.com/>

10.0 About Mizzou

If you are planning to attend MU for your degree, congratulations! You know what great opportunities there are to study in hundreds of majors at MU.

Are you undecided about where to go to college? Talk to someone at International Student Admissions about opportunities at MU. We would love to have you stay here for four more years as an undergraduate student!

<http://admissions.missouri.edu/apply/international/international-admissions-office.php>

If you are a graduate student, make an appointment to talk to the Director of Graduate Studies in your future academic department.

The University of Missouri-Columbia offers great opportunities for you to meet other students and use your English. The Missouri Students Association (MSA) supports more than 700 student organizations.

There is something for everyone. Get active; get involved! All IEP students can participate in these organizations. <http://msa.missouri.edu/>

Stay active and stay healthy! The University of Missouri-Columbia has one of the finest student recreation centers in the United States. Swimming, volleyball, basketball, weight lifting – you name it, they have it! You can get a personal tour of the facilities so you feel comfortable when you go there. You will meet other students who are interested in the sports you enjoy, and you will have something to talk about! You MUST have your MU ID card to enter. All IEP students can use the rec center. <http://www.mizzourec.com/>

For other events happening on campus, check the calendar link at <https://mizzoulife.missouri.edu/events/>.

11.0 Resources for Students at MIZZOU

11.1 The Office of the Center for English Language Learning

If you have questions about applying to the IEP, paying your bill, enrollment verification, insurance, IEP activities, and/or you don't know who to talk to go to the main office of the IEP and the Center for English Language Learning in 208 McReynolds Hall.

11.2 The IEP Student Advisor

Nancy Price is the IEP Student Advisor. Her office is in 217 McReynolds. Nancy is available to assist students with a variety of issues. If she is unable to help, she can refer you to someone who can. To make an appointment with Nancy, just come to her office, choose a time that is convenient for you, and write your name on the sign-up sheet on her door.

Sometimes, one of your instructors will request that you make an appointment to visit with Nancy. This is often because of attendance or other academic problems. Nancy is there to remind you of the rules and help you come up with strategies to do better.

11.3 The International Center

<http://international.missouri.edu/>

The International Center facilitates all things international at the University of Missouri, in particular, helping students understand and comply with federal immigration regulations.

11.4 MU Counseling Center

<http://counseling.missouri.edu/student-services/>

The Counseling Center assists students in learning to cope with emotional, social and academic concerns interfering with their success while at MU. Our services include individual psychotherapy; group therapy; couples counseling; crisis intervention; psycho-educational workshops; outreach presentations; consultation; and psychological and educational testing.

11.5 Student Health Center Services

<http://studenthealth.missouri.edu/services.html>

Student Health Center Services offers services that you might assume are offered, such as medical care, but there is much more, and it's all under one roof. There are providers for every area of your life - medical, behavioral health and wellness.

11.6 Student Success Center

<http://success.missouri.edu/>

The Student Success Center (SSC) is a central place for you to find connections to all of campus and, through our comprehensive resources, to find referrals, programs and services.

11.7 The MU Libraries

Ellis Library, the main library at MU, is another source of information and materials for CELL students and faculty. The library offers tours and provides instruction on how to use the library and its services. There are also various branch libraries located across campus. For more information, visit the library website at <http://library.missouri.edu/>.

12.0 IEP Calendar

You will receive a semester calendar in one of your classes at the start of the semester. Keep this calendar so you can check dates quickly. If you lose it, go to the office and ask for another one. This calendar will show you all important dates for the IEP.

13.0 IEP Activities

The IEP sponsors several cultural and social activities each semester. These are for IEP students only. The activities are chosen to help you learn more about the United States, the Midwest, Missouri, and our region around Columbia. All of the activities are great for using your new language skills both with other students, some IEP teachers, and people that you meet on your trip.

The IEP also arranges conversation groups for you. You can have a conversation partner, who will be an MU student. Many IEP students want to have a one-on-one conversation partner – just himself or herself and the MU student. Some IEP students have had a friend join them with the MU student, so there are three people. We want you to participate, and we want you to enjoy the experience.

A very special conversation opportunity meets in the evening at a local retirement center called Lenoir. Many older people in America like to live in retirement centers. Meals are provided, and someone looks after the lawn and the facilities. Many community leaders and former MU professors and administrators live at Lenoir now. They enjoy talking with young international students. They are interested in YOU, your home country, and your experiences at home and in America. We hope you participate in as many of the Lenoir conversation evenings as you can.

14.0 Immigration Information

If you have a question about your visa or immigration status, go to the IEP office. The office staff can help you with most questions. If they are not able to answer your question, or if you know you have a complicated question, make an appointment to talk with an advisor in International Student and Scholar

Services, ISSS. Their office is in the International Center (IC). The IC is in the lower level of the North Side of the Student Union.

15.0 Anti-Discrimination and Disabilities

15.1 Anti-Discrimination Statement

The Center for English Language Learning does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, or disability. Everyone has the right to a safe working and learning environment.

15.2 Students with Disabilities

Please let your instructors know as soon as possible if:

- you anticipate difficulties because of the format or requirements of a course;
- you have emergency medical information to share; or
- you need to make special arrangements in case the building must be evacuated.

If you require disability-related accommodations (such as a notetaker, extended time on exams or closed-captioning), please establish an Accommodation Plan with the Disability Center. Please talk to one of the administrators; they will help you contact the Disability Center.

- disabilitycenter.missouri.edu
- S5 Memorial Union
- (573) 882-4696

After you have registered, please notify your instructors of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.