

Intensive English Program

University of Missouri-Columbia



IEP Student Handbook

cellmu.missouri.edu

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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 all forms, including 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://international.missouri.edu/cell/about/people/>.

2.1 Administration

Lily Sorenson, Director of the Center for English Language Learning and Director of the IEP

Lily has an M.A. in TESOL and has been actively involved in the field for 25 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. 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

Driven by an interest in language, Liza studied abroad in Nice, France, and earned a minor in French and a B.S. in English-Linguistics from Truman State University. She subsequently earned an M.A. in Teaching English as a Second Language from Northern Arizona University, where she taught in the Program in Intensive English and contributed to the assessment pack for Pearson's *Focus on Grammar* series. Afterwards, she taught in intensive English programs at Al Akhawayn University in Morocco and later at Missouri State University in Springfield. For over a decade, she has been teaching at the University of Missouri, where she earned an Online Educator Graduate Certificate and an M.S. in Learning Technologies and Design. Liza has served in multiple roles on the board of MIDTESOL and presents frequently at conferences for professional organizations like MIDTESOL, MEXTESOL, and TESOL. In the classroom, she enjoys applying learning theories to design tasks that promote students' English language development. In her free time, she likes gardening, spending time with family, listening to podcasts, and watching her favorites series.

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.

2.3 Support

Tim Prewette, Administrative Assistant

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 Liza Armstrong	204	Men's Restroom	Women's Restroom	207 Lily Sorenson CELL Director	208 CELL Main Office Tim Prewette, Administrative Assistant	209 Conference Room
217 Nancy Price	216	Stairs	215	214 Storage	213 Workroom	Stairs	212	211

Third floor

	Men's Restroom	378 Student Conference Room	Women's Restroom	385	386	387	389
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. This is the easiest and fastest way to apply. The address is: <https://international.missouri.edu/cell/>
 - 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 bank statement or bank letter** from your bank or from the bank of your sponsor (for example, a family member or employer). The bank statement or bank letter must:
 - be written in English on the bank letterhead
 - include:
 - the name of the account holder
 - the account number
 - the statement period
 - the date it was printed
 - account type
 - exact amount of money currently available in the account

* If the funds are from family or friends, you must complete an affidavit of support. The name of the sponsor on the affidavit of support must match the name of the account holder on the bank statement or the bank letter.

*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. **Pay a \$200 non-refundable tuition deposit.** This will be applied to your first semester's tuition.
7. **Return the completed application by:**
 - a. submitting it online
 - b. mail
 - b. fax
 - c. email

If do not want to pay the application fee by credit card, we can send you a link that you can pay using and electronic check (ACH).

7. **Send all required documents to iepmu@missouri.edu**

- **Financial documents** — Send one of the following:
 - A bank statement or bank letter showing sufficient funds for one year of study in the United States —OR—
 - If you have a scholarship, send a copy of the scholarship agreement, including the terms of the award.
- **Passport** — Send a copy of the biographical page of your passport (with your name, date of birth and picture).
- **Proof of high school graduation** — Send a copy of your official high school diploma or transcript, or your most recent college diploma or transcript; you must provide an official English translation, if necessary.

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, electronic checks, bank draft/check, or a credit card (Visa, Master Card, Discover, or American Express).

4.1.1 Register

You will answer some questions about you, your interests, and your education. You will receive some information about the IEP, and you can ask questions. You will be given information about 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 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 non-academic items/services at all Campus Dining Services locations, the Mizzou Store, Mizzou Recreation, A.L. Gustin Golf Course, Print & Mail Services, Buck's Ice Cream and the Mizzou Meat Market with prepaid Tiger Cash funds.
- Do laundry in residence halls (hall residents only)
- Charge books and other educational expenses at The Mizzou Store
- Enter the MizzouRec Complex (if student activity fee is paid)
- Check out materials from all MU Libraries
- Clock into campus jobs

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 get 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 of Missouri 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

Students will learn to recognize and use basic grammatical structures. Students will use these structures to produce basic sentences.

Listening and Speaking

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

Reading

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

Writing

Students will learn to produce basic sentences and short paragraphs on topics from daily life.

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

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.

Grammar	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	
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		
Writing	Write a simple paragraph on a topic from daily life, using Level 1 grammatical structures	Write for basic, everyday situations	Increase basic English vocabulary

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/effectivelearners/>

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 and drinks are not allowed in the computer lab. You are not allowed to eat food in the classrooms during class. However, you are welcome to eat in the classrooms and other empty rooms in the IEP during break time as long as you are in a room by yourself or sitting at least 6 feet (2 meters) from other people. 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. Please bring a water bottle with you and fill it up on the second floor.

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 website of the MU Division of Student Affairs: [University Policies // Student Accountability & Support // University of Missouri](#).

[200.010 Standard of Conduct | University of Missouri System \(umsystem.edu\)](#)

The University of Missouri's Standard of Conduct 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.

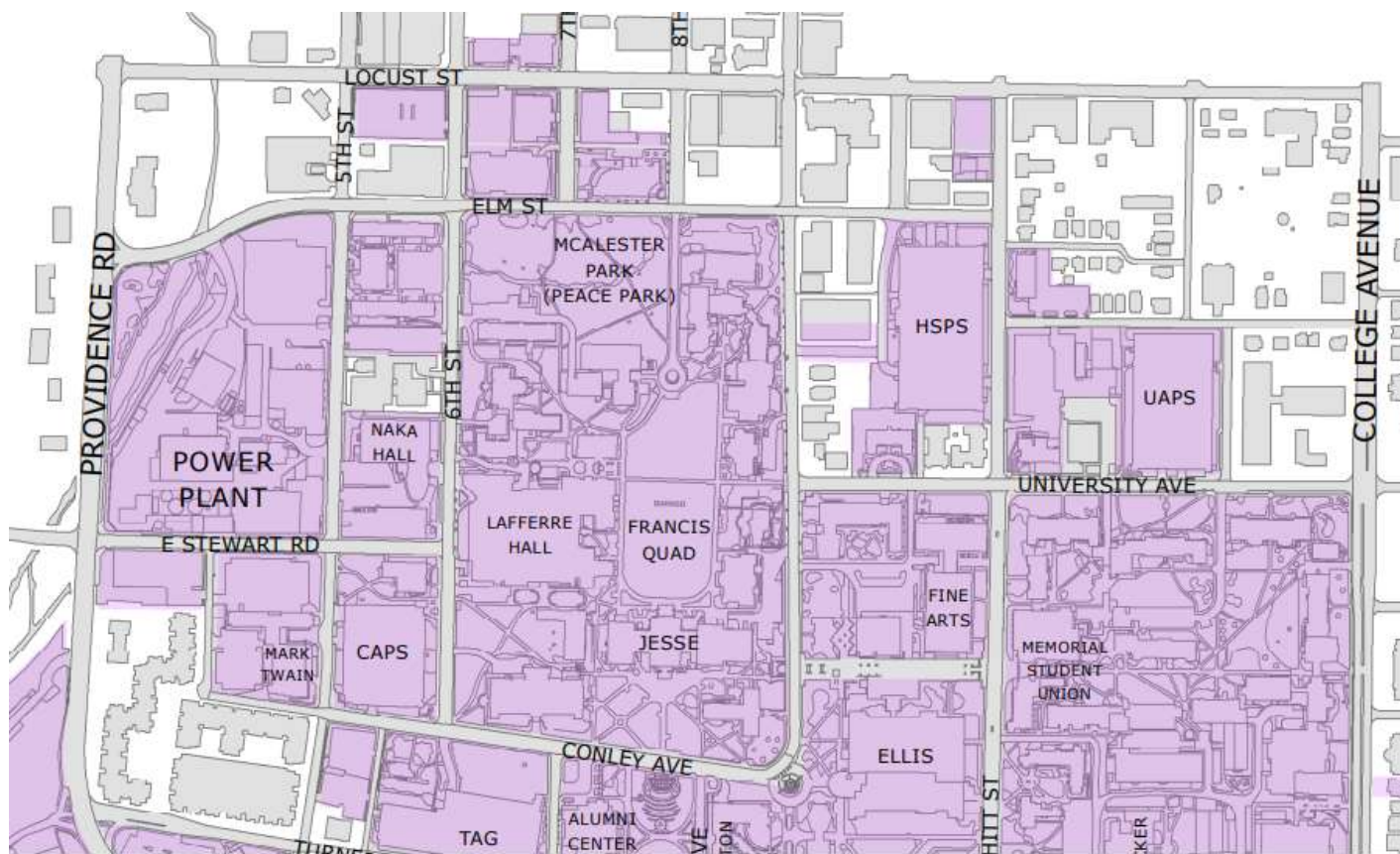
If you have any questions regarding the information in the University of Missouri's Standard of Conduct, please contact the Office of Student Conduct via email at conduct@missouri.edu or talk to the director.

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

This is the home page of the University of Missouri System's 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. This includes anywhere around McReynolds Hall and in Peace Park. The map below shows areas near McReynolds Hall. All of the areas shaded in purple are part of campus. 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 great town to live in! 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. 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: <https://international.missouri.edu/iss/>
- 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/>

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 graduate students or students with family. For more information about living in a dormitory or in university-owned graduate and family housing, go to the University of Missouri Residential Life website: <https://housing.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 and you will need to make those arrangements before you arrive. For more information about living off campus, go to the University of Missouri Off-Campus Student Services website: <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. You should make these arrangements before you arrive.

The MU International Center website offers more information about housing: <https://international.missouri.edu/iss/living-in-columbia/daily-life/housing/>

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 and places to eat: <https://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 St. Louis Airport. For schedules and fees, check: https://www.moexpress.com/mox_ml/home.aspx?L=EN

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

7.4 Transportation and Parking in Columbia

Like many other small towns in the mid-western part of the country, getting around Columbia has some challenges.

7.4.1 Bus service

City Bus – GoCOMO

There is a city bus system. Check their website for prices and schedule:

<https://www.gocomotransit.com/>

You can also download the **GoCOMO** application on your phone to track the exact location of the buses.

Tiger Line

Tiger Line is MU's free student shuttle service that goes around the campus. Students can use this for free. It runs seven days a week during the fall and spring semesters. The day routes run Monday–Friday and serve all of campus, including commuter parking lots. The night routes run all week and include stops downtown and at other shopping areas. For more information, check schedules and routes online: <https://parking.missouri.edu/getting-around/#routes>

7.4.2 Bicycle

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>

All bicycles must be registered and licensed with the City of Columbia. This can be done through the MU Police property registration service

(<https://appsprod.missouri.edu/PropertyRegistration/Account/Login?ReturnUrl=%2fpropertyregistration>)

or at any city fire station (call 573-874-7391 to find one near you). Registering your bike will increase your chance of getting it back if it is lost or stolen. The MU Sustainability Office offers a Bike Resource Center, where you can learn about bike safety and have basic bike repairs done for free. In addition, there are several self-serve bike repair stations located near bike racks on campus and along several community bike trails.

If you are looking for a second-hand bicycle to buy, the following websites can be useful:

- University of Missouri Surplus Auction: <https://surplus.missouri.edu/upcoming.html>
- Facebook Market Place: <https://www.facebook.com/marketplace/columbia-mo/bicycles/>
- Craigslist: <https://columbiamo.craigslist.org/search/bia>

7.4.3 Taxi

When you need a taxicab, it is best to call ahead and request one to be sent to your location.

Ride-booking services like **Uber** and **Lyft** are also available in Columbia.

The Columbia Regional Airport has a good list of taxi, shuttle, and limousine services:

<https://www.flycou.com/shuttles-and-taxis/>

You can also search online. All taxi cabs are metered, so the cost depends on the distance you travel. Ask about the rate before hiring the cab.

STRIPES

STRIPES is a student-run program that provides safe and confidential rides home within the city limits of Columbia for any MU student and their guests. It runs from 10 p.m. to 3 a.m. Thursday, Friday and Saturday during the fall and spring semesters. To request a ride, call 573-442-9672; you will need to show your student ID. <https://stripes.missouri.edu/>

7.4.4 Driving

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/>

Licensing a car

The Missouri Department of Revenue provides information about motor vehicle licensing (also called titling). The State of Missouri administers a motor vehicle inspection program to ensure the safe driving condition of all vehicles. This inspection is required to obtain or renew your license plates. Instructions for licensing your car are available on the Department of Revenue website. <https://dor.mo.gov/driver-license/>

Car insurance

Automobile insurance is required by law. The Missouri Department of Revenue provides auto insurance and accident information. If your car is involved in an accident that is your fault, **you are legally required to pay for the damages**, so it is worth the cost to have good insurance. If the accident is not your fault, you may still have to pay to repair your own vehicle. Keep in mind the following types of insurance when making a selection:

- Liability insurance pays for damages to other people or to their vehicles. This type of insurance is required by Missouri law. Not having liability auto insurance is a misdemeanor and can be punishable by imprisonment for up to one year.
- Medical insurance covers the cost for injuries sustained by you or your passengers.
- Collision insurance covers loss or damage to your car resulting from a collision.
- Comprehensive insurance covers loss or damage to your car caused by fire, storms, theft or vandalism.

Renting a car

MU has partnered with Enterprise CarShare (Phone: 855-266-9289) to provide easy access to rental cars on campus. The program is open to MU students, faculty and staff ages 18 and older, and all applicants must provide a valid .edu email address, valid driver's license and valid major credit card in their name. Information about rental costs and processes is available on the Enterprise CarShare website:

<https://www.enterprisecarshare.com/us/en/home.html>

There are several other options for car rentals in Columbia. You can find car rental companies by searching online.

7.4.5 Parking

If you own a car, you must park it somewhere. Parking your car at your apartment is usually free. If you are a Residential Life student, check the Residential Life parking permit page for more information:

<https://parking.missouri.edu/faq/residential-life-parking-information/>

Undergraduate Student Permits

On-campus parking requires a paid parking pass from the University Parking and Transportation Services: <https://parking.missouri.edu/permits/undergraduate-student-permits/>

Meter Parking

You can 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. You can download an app called **Park Mobile** to pay for parking with your phone: <https://parkmobile.io/>

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.cornell.edu/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

Permit Parking

There are several options for permit parking in downtown Columbia parking garages and lots. The closest one from our center is the 6th & Cherry Garage. To apply for a permit, visit Public Works, Third Floor, City Hall, 701 E Broadway Columbia, Missouri 65201, between 8 a.m. and 5 p.m., Monday through Friday. You can find more information about fees and guidelines here: <https://www.como.gov/public-works/parking/permit-parking/>

Parking permit questions - Phone: 573.874.2489 / E-mail: parking-permit@como.gov

LOCATION	GENERAL P
6th & Cherry Garage	\$80 Monthly \$235 Quarterly \$885 Yearly

Do not park in the lots without permission or in business parking like Hardees and EatWell. The owners can have your car towed away if you park there, and it will cost at least \$100 (cash only) to get your car back!

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 snowstorms 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 Health and Safety

Your health and safety are important at MU. Both the MU and Columbia police departments are here to help you should a problem arise, and Columbia is home to several excellent hospitals and health care centers.

7.6.1 Safety

If you or someone you know is in immediate danger, dial 911 and tell the operator what kind of emergency you have. This number will help you contact the police department, fire department or ambulance. Do not hang up until help arrives.

If you do not speak English well or would prefer to talk to a translator, tell the 911 operator your preferred language and they will connect you to a translation service.

- **Ambulance services:** If an emergency arises that requires an ambulance or a rescue team, **call 911** and provide as much information as you can. Do not hang up the phone until instructed to. Tell the operator what the problem is, the location of the patient and other information requested.

7.6.2 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: <https://mualert.missouri.edu/>

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.
- Click Save.

7.6.3 Abuse and Sexual Assault Shelter and Hotline

If you or someone you know has been abused or sexually assaulted, you can contact True North of Columbia at 573-875-1370 or 800-548-2480, or the National Domestic Violence Hotline at 800-799-7233. The phone will be answered **24 hours a day** by someone who will offer help and counselling. Victims of abuse or sexual assault can get counseling by phone or in person. All counseling is confidential; the police are called only if the victim requests it. Someone from the shelter can accompany the victim to the hospital or police station. Those who are abused in their homes can get shelter for themselves and their children while they decide what to do next. There is no charge. There are also resources available on campus through the RSVP Center and Office for Civil Rights and Title IX.

- RSVP Center: <https://rsvp.missouri.edu/> rsvp@missouri.edu , (573) 882-6638
- Office for Civil Rights & Title IX: <https://civilrights.missouri.edu/> 573-882-3880 (Heinkel office) or 573-882-2824 (Jesse Hall office), civilrights-titleix@missouri.edu.

7.6.4 Insurance and Health Care

All international students at MU are required to buy the MU medical insurance policy (Anthem 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. For more information about Anthem Student Health Insurance, go to: <https://international.missouri.edu/iss/current-students/health-insurance/>

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. Or you can make an appointment or walk-in, or online visits with Mizzou Quick Care. Mizzou Quick Care is same-day, sick-care appointments for minor health issues.

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 because it is so expensive, and your insurance will not cover all of the costs.

Hospitals and clinics

- **Student Health Center**
1020 Hitt St, 4th floor
[573-882-7481](tel:573-882-7481)
umhsshc@health.missouri.edu
Open 8 a.m.-5 p.m. Monday-Friday
- **Mizzou Quick Care**
 - [25 Conley Rd, 573-884-0169](tel:573-884-0169)
 - [3100 W Broadway, 573-884-0036](tel:573-884-0036)
 - 405 E Nifong Blvd, [573-884-0146](tel:573-884-0146)Open 7 a.m.-7 p.m. Monday-Friday
Weekends hours vary by location.

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.

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.

- **Mizzou Urgent Care**
3916 S Providence Road
[573-882-1662](tel:573-882-1662)
Open 8 a.m.-8 p.m. Monday-Friday
- **University Hospital Emergency Room**
1 Hospital Dr, Columbia, MO 65212
[573-882-4141](tel:573-882-4141)
- The University Hospital Emergency Department's number is 573-882-8091.
- A 24-hour behavioral health crisis hotline is available at 800-395-2132.
- Four independently operated urgent care facilities are in Columbia.
 - Note: These services are not covered by your pre-paid health fee.
- The MU International Center website offers more information about immunizations, insurance and health care. <https://international.missouri.edu/iss/living-in-columbia/health-and-safety/>

7.8 Other Important Essentials

It is recommended that you make a photocopy 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: <https://international.missouri.edu/iss/living-in-columbia/daily-life/money-and-banking/>
- Food Stores near campus: <https://international.missouri.edu/iss/living-in-columbia/daily-life/food-stores-near-campus/>
- Communication (Internet access, phone services, and post office: <https://international.missouri.edu/iss/living-in-columbia/daily-life/communication/>

7.8.1 Cell Phones

Most U.S. students do not use landline phones. Cell phones are available through a number of carriers in the United States. Depending on the length of your term of study, avoid long-term contracts and look for carriers with pay-as-you-go options that let you choose a price point that will reflect your phone usage. There are also several pre-paid options where you just purchase minutes and data as you go.

- Mint | <https://www.mintmobile.com/> (Free Sim Card / *Don't allow monthly pre-paid plan- only 3,6,12 months term) – Please come to the main office (RM208) if you are interested in Mint.

- AT&T | <https://www.att.com/> (Free Sim Card when ordering online / *Monthly pre-paid plan starts from \$30.)
- T-Mobile | t-mobile.com (\$10 Sim Card / *Monthly pre-paid plan starts from \$15.)
- Verizon Wireless | verizonwireless.com (Free Sim Card/ *Monthly pre-paid plan starts from \$40.)

Please make sure that your phone is compatible before purchasing. You can check the compatibility here:

- Mint | <https://www.mintmobile.com/byop/>
- AT&T | <https://www.att.com/idpassets/images/support/wireless/Devices-Working-on-ATT-Network.pdf>
- T-Mobile | <https://www.t-mobile.com/resources/bring-your-own-phone#imeiextender>
- Verizon Wireless | <https://www.verizon.com/sales/digital/byod.html?&lineNum=1#/dontKnow>

8.0 IEP Policies

8.1 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.

8.2 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.
- 2) NO EXCUSED ABSENCES: No absences are excused. The program realizes that people get sick and should stay home. That is why students are allowed to be absent up to six days in the fall and spring and three in the summer and still receive an attendance certificate.

Sickness and holidays will be considered in decisions about whether to let students make up missed assignments, quizzes, and exams, and about whether students should be placed on behavioral probation.

- A. **SICKNESS:** If you are sick, do not attend in-person classes and contact your health care provider and/or the Student Health Center (573-882-7481) immediately. **Contact all of your teachers and iepmu@missouri.edu via email and let them know that you are sick before class.** If you miss a quiz, exam, or presentation, you may be asked for a doctor's visitation note in order to be allowed to make up that assignment. If you get a doctor's visitation note, please show it to all of your instructors and 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. Absences for medical reasons will be considered when making decisions regarding missed work, 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 talk to the IEP director before the event and make sure that it is okay to be gone. Then you should 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" means being in class and ready to learn when the class begins. 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.

8.3 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.

8.4 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. Completing all of the exams is part of completing the term. 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.

8.5 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 and may not receive their course final grade reports as they did not complete the requirements for the term.

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 placed on Academic Probation are required to attend more classes (have fewer absences) and earn at least the minimum Academic Achievement Score requirements needed to pass all their courses. 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 other 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, and a copy is placed in the student's file.

**STATEMENT OF PROMISE
FOR INTENSIVE ENGLISH PROGRAM STUDENTS
Spring 2023**

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 follow COVID-19 and other guidelines as outlined by the university.
7. I will participate fully in classroom activities, including working in pairs or groups and practice speaking English with any students in the class that the instructors tell me to. (If for some reason the courses switch to being taught remotely, I will actively participate and keep my video camera on at all times throughout the class.)
8. I will not cheat on my schoolwork (tests, homework, in-class work, oral reports, or written reports).
9. I will speak **ONLY** English while I am in McReynolds Hall and encourage my peers to do the same.

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) _____
Signature: _____

Date: _____

8.9 Decreasing the Risk of COVID-19 in Classrooms and Labs

MU cares about the health and safety of its students, instructors, and staff in this time of COVID-19, so we will follow some specific campus rules. These rules may change as information changes.

If you have tested positive for COVID-19 or have been identified as someone who needs to quarantine, do not attend class in person until the mandated period for isolation or quarantine has passed. Your instructor will work with you on arrangements to access class material while you are in isolation or quarantine.

Additionally, if you are experiencing any COVID-related symptoms, or are otherwise feeling unwell, do not attend in-person classes and contact your health care provider and/or student health immediately. COVID symptoms include:

- fever greater than 100.4
- chills
- cough
- shortness of breath or difficulty breathing
- fatigue
- unexplained muscle or body aches
- headache
- new loss of taste or smell
- sore throat
- congestion or runny nose
- nausea or vomiting
- diarrhea.

Instructors or students with concerns about how a student is following any University-mandated COVID-19 policies and protocols should report those concerns to the Office of the Dean of Students. Concerns can be documented on a COVID Safety Measures Reporting Form.

Please consult Show Me Renewal for further guidelines. This statement will be updated as information changes. Office of the Provost “Syllabus Information”: <https://provost.missouri.edu/faculty-affairs/syllabus-information/>

8.10 Remote Instruction

It is possible that one or more classes may be moved to remote (online) instruction if there is inclement weather, construction, or for other reasons. If the university decides that an IEP course(s) will be taught remotely, you will be given notification. For remote instruction, you will be expected to meet at the regular class time on Zoom. You will access Zoom and get your grades, assignments, and other course materials on Canvas. Therefore, you will be required to have access to high-speed Internet, a computer with a camera, microphone, and audio and video playback. You should have a quiet space to attend and participate in online classes. To promote a classroom community and to communicate effectively, you will be asked to leave your camera on at all times throughout the class.

8.11 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.

8.12 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.

8.13 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.

8.14 Repeating a Level

Students may remain in the IEP as long as they show that they are making good progress in their classes. Sometimes students need to repeat a level. After a full, 16-week semester of study, students can repeat a level in the next full 16-week semester. If a student studies at a level during the 8-week summer session, it does not count as a full 16-week semester, but the student may be able to improve their scores enough that they would not be required to repeat the level in the next full semester. If students do not progress out of a level after two full semesters, they may be dismissed from the IEP. Since there are five levels in the program, 10 is the maximum number of semesters that a student could be in the program.

8.15 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%.

8.16 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.

8.17 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.

8.18 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.

8.19 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.

[illegible]

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 _____



8.20 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

8.21 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 situation that would lead to 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?

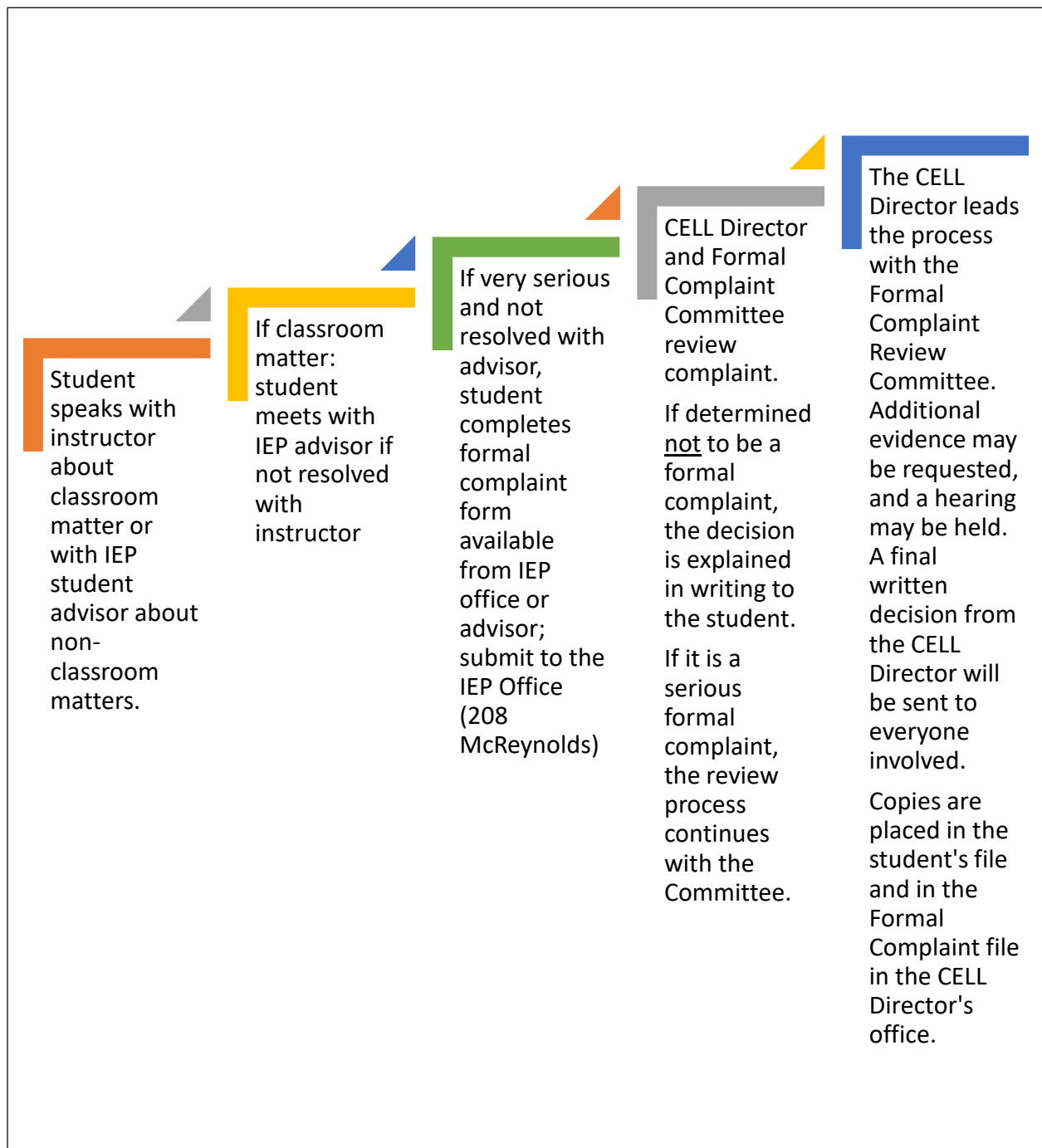
- a. After receiving the IEP Formal Complaint Form, the CELL Director (or designee) will send you a written acknowledgement within two business days.
- b. The CELL Director, together with a Formal Complaint Review Committee, will review your complaint. The committee will include the IEP Director, three instructors in CELL and the 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 Director will write to you and tell you about the committee decision.
 - ii. If the situation is considered a formal complaint, the CELL 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 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 Director's office.

8.21.1 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. The IEP Director or an instructor 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 Director within two business days and more information about what will happen next.

8.21.2 Visual Summary: Reporting a Complaint in the IEP



9.0 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! <https://admissions.missouri.edu/>

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 University of Missouri has more than 500 student organizations. There is something for everyone. Get active; get involved! All IEP students can participate in these organizations. <https://getinvolved.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, weightlifting – 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 MU Engage <https://engage.missouri.edu/events>
Stuff To Do <https://www.facebook.com/StuffToDoAtMU/>

10.0 Resources for Students at MIZZOU

10.1 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.

10.2 The IEP Student Advisor

The IEP Director 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 Lily Sorenson, just come to her office or make an appointment with her by talking to Tess Semkiw.

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

10.3 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.

10.4 MU Counseling Center

<https://counseling.missouri.edu/>

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.

10.5 Student Health Center Services

<https://studenthealth.missouri.edu/>

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.

10.6 Mental Health Services

<https://wellbeing.missouri.edu/>

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00-5:00 M-F. After hours phone support is available at 573-882-6601.

Visit our website at <https://wellbeing.missouri.edu/> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no additional cost to you.

10.7 Student Success Center

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

The MU Student Success Center houses the resources, programs and personnel that help Tigers thrive. The programs in the SSC include but are not limited to Career Center, Center for Academic Success and Excellence, Writing Center.

10.8 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/>.

11.0 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.

12.0 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. <https://international.missouri.edu/iss/advising/walkin-advising/>

13.0 Anti-Discrimination and Disabilities

13.1 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.

13.2 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.