Intensive English and Orientation Program
Student Handbook for the 2018-19 Academic Year
Updated on October 12, 2018

This Handbook is updated annually, and whenever the information contained has changed or when policies and procedures are modified. Please consult the website for the most up-to-date version of the handbook.
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The Intensive English and Orientation Program (IEOP) at Iowa State University is a full-time English language program with an academic focus, though part-time students are also welcome. The purpose of IEOP is to immerse students in spoken and written American English and the culture of the United States.

WELCOME!
Our Mission

In collaboration with ISU and global partners, IEOP provides exemplary academic, professional, and everyday English language instruction as well as American cultural orientation for students, teachers, and other visiting professionals. IEOP also supports and collaborates with the ISU community in second language research, professional development, and intercultural education.
IMPORTANT CONTACT INFORMATION

For example, if you have a concern about staff and teachers, you may talk with the Director. If you have class related issues, you may talk to the Assistant Director. If you are feeling sad or worried, you may talk to the Students Affairs Coordinator.
Important Numbers

If you have any questions or problems you may begin by talking to your teachers, who will help you or send you to one of us.

We will do all we can to answer your questions and help you solve your problems. If you have issues and problems that we are not qualified to solve, we can find qualified professional help for you at the university. For more information about university services see pages 48-50 in this handbook.

All discussions about students’ concerns and problems are handled confidentially following FERPA guidelines.

Intensive English and Orientation Program
phone 515-294-3568
fax 515-294-2125
e-mail ieop@iastate.edu
website http://www.ieop.iastate.edu/

International Students and Scholars Office (ISSO) -
Room 3248 Memorial Union
phone 515-294-1120
e-mail isso@iastate.edu
website https://www.isso.iastate.edu
appointments https://appointments.isso.iastate.edu/

Thielen Student Health Center
phone 515-294-5801
website http://www.cyclonehealth.org

Office of Admissions
Enrollment Services Center
phone (800) 262-3810
website http://www.admissions.iastate.edu

Department of Public Safety
phone 911 (for emergencies)
phone 515-239-5133 (for off-campus non-emergencies)
website http://www.police.iastate.edu
FACULTY AND STAFF INFORMATION

Administrative Staff
Director: Gulbahar Beckett
Landscape Architecture (LA) 101
Ross Hall 353 R
Phone: 515-294-9987
Fax: 515-294-2125
Email: beckett@iastate.edu

Assistant Director: Karina Silva (Class related questions)
Landscape Architecture (LA) 104
Phone: 515-294-5339
Email: ksilva@iastate.edu

Program Assistants:
Linda Kramer (U-Bill)
Landscape Architecture (LA) 102
Phone: 515-294-8405
Email: ls Kramer@iastate.edu

Larry Laursen (Visas / Housing)
Landscape Architecture (LA) 103
Phone: 515-294-1163
Email: llaur sen@iastate.edu

Student Affairs Coordinator:
Jayme Wilken (Problems / Questions)
Landscape Architecture (LA) 108B
Phone: 515-294-3568
Email: jaymew@iastate.edu

Teaching Faculty Requirements
The teaching faculty in IEOP may vary each session to accommodate enrollment/class levels of students. All instructors have at least a Master’s degree including special courses in teaching English to speakers of other languages. IEOP teachers have many years of experience teaching English in the United States and all over the world.

Based on Program needs, IEOP hires ISU TESL/Applied Linguistics and Technology Program graduate students, usually referred to as TAs, to teach IEOP courses. These TAs, usually native and non-native English speaking Ph.D. students, must have been admitted into the TESL/Applied Linguistics and Technology Program with the following relevant minimum requirements:

Preferred minimum GRE General Test scores:
MA: 154 Verbal OR 4.5 Analytical Writing
PhD: 158 Verbal AND 5.0 Analytical Writing (AND 147 Quantitative for ALT PhD majors)
Required minimum scores:
MA: 100 IBT; 600 PBT; 7.0 IELTS; 68 PTE
PhD: 111 IBT; 640 PBT; 8.0 IELTS; 79 PTE
(Note: Minimum score of 25 IBT Writing or 7.0 IELTS Writing for teaching assistantship consideration)

An audio or video file demonstrating competence in spoken English
Required of all nonnative English speaking applicants even if English proficiency examination scores are not required.

Preferred overall minimum undergraduate GPA:
MA and MFA: 3.25
PhD: 3.50
(see https://www.engl.iastate.edu/graduate-students/prospective-students/how-to-apply-2/)

Additionally, to teach IEOP courses, all TAs must have had at least two years of prior teaching experience and have taken or are taking the following graduate level courses, or equivalents:

- Introduction to English Linguistics
- TESL/TEFL Methods
- Second Language Acquisition

TAs teaching at IEOP are closely mentored in the program, usually by the Assistant Director or a senior lecturer in IEOP.

The TAs also must have at least one year of relevant teaching experience. Please see the Teaching Faculty list online for information on the current teaching staff: http://www.ieop.iastate.edu/index.php/2013-11-20-18-04-46/faculty-and-staff.
IEOP has Fall and Spring Semester programs (16 weeks), and a Summer Program (8 weeks). A student's IEOP schedule is similar to the ISU academic schedule. IEOP full-time students attend classes for 20 hours a week. Approximately 15 – 20 more hours may be required for homework and other projects outside the regular classroom time.

Program Structure, Levels, and Length
IEOP has students from eight to twelve countries in the fall, spring, and summer semesters. Students study in IEOP in order to:

- Prepare for success in academic course work in English
- Improve their English skills in order to pass an English proficiency exam
- Spend time in an English-speaking country
- Spend some time overseas before continuing studies at home
- Improve international employment opportunities

Students usually spend one or more semesters in IEOP, depending on:

- How much English they have studied previously
- The level in which they begin
- Their motivation for studying English
- Their attendance, effort, and participation in class
- The quality of their study skills and language learning strategies

The IEOP curriculum focuses on the academic skills international students will need to be successful in undergraduate or graduate studies in the United States. These skills include:

- Reading efficiently
- Writing clearly
- Taking notes from lectures
- Participating in class discussions/seminar skills
- Communicating with people on and off campus
- Cultural awareness

Most IEOP part-time students take a minimum of 5 hours in the Fall and Spring sessions and 4 hours in the Summer session. Exceptions include those part-time students sponsored by a company or any other sponsoring agency. The Director’s approval is needed for any exceptions.

At the beginning of a session (Fall, Spring, Summer), new IEOP students take placement and diagnostic tests to determine which level they should be in for each of the skill (Grammar, Reading, Writing, Listening/Speaking).

The Length of IEOP
The length of IEOP for Intermediate Level students can be up to one and a half calendar years or three semesters. That is, if students begin to study at IEOP starting from the Intermediate Level,
it could take up to three semesters to complete all IEOP levels. Students may need less or more time to complete all IEOP levels depending on their progress. Most IEOP students typically need at least two to three semesters to meet the University language requirement.

IEOP Levels
The IEOP curriculum is aligned with the Common European Framework of Reference (CEFR). For more information, see Appendix A.

- Intermediate Level (CEFR A2-B1)
- High Intermediate Level (CEFR B2)
- High Level (CEFR C1-C2)

Pedagogical Approach
IEOP’s pedagogical approach is that of communicative form and meaning focused task-and-content-based skills building approach (e.g., expository writing skills and listening/speaking through American Culture, etc.) delivered with review, presentation, scaffolding, practice, production, evaluation, and feedback methods.

General IEOP Class Schedule for the Fall and Spring Semesters (subject to change)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>ENGL 14 Grammar</td>
<td>ENGL 14 Grammar</td>
<td>ENGL 14 Grammar</td>
<td>ENGL 14 Grammar</td>
<td>ENGL 14 Grammar</td>
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<tr>
<td>8:30am</td>
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<tr>
<td>9:00am</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
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<tr>
<td>9:30am</td>
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<tr>
<td>10:00am</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
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<tr>
<td>10:30am</td>
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<td>11:00am</td>
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<td>11:30am</td>
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<tr>
<td>12:00pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<td>12:30pm</td>
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<tr>
<td>1:00pm</td>
<td>Office hours and tutoring</td>
<td>Office hours, tutoring, and LLC activities</td>
<td>Office hours, tutoring, and LLC activities</td>
<td>Office hours, tutoring, and LLC activities</td>
<td>Practice TOEFL (a few Fridays)</td>
</tr>
<tr>
<td>1:30pm</td>
<td></td>
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<td></td>
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<tr>
<td>2:00pm</td>
<td>ENGL 13 Listening/Speaking</td>
<td>ENGL 13 Listening/Speaking</td>
<td>ENGL 13 Listening/Speaking</td>
<td>ENGL 13 Listening/Speaking</td>
<td></td>
</tr>
<tr>
<td>2:30pm</td>
<td></td>
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<td></td>
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<tr>
<td>3:00pm</td>
<td>Conversation Club (optional)</td>
<td>Conversation Club (optional)</td>
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<tr>
<td>3:30pm</td>
<td>Open Computer Lab</td>
<td></td>
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<tr>
<td>4:00pm</td>
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<tr>
<td>4:30pm</td>
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- Classes may be at different times depending on room availability. Students will be informed the time of the class when given a schedule.
IEOP offers:

- 4 skills courses with dedicated, experienced instructors
- 4 optional courses (Exit Level, Business English, Test Preparation, and American Culture: Listening and Speaking) may be offered when there is demand and sufficient enrollment (see Optional Course Offerings section below).
- A Language Learning Center with a computer lab and small student library
- Orientation to the ISU campus and Ames community (see more details below)
- A Conversation Club – includes events and opportunities to talk with native English speakers
- For an additional fee, Institutional (paper-based) TOEFL tests are given twice a semester (Mid-Term & at the end of the semester) in Spring and Fall and once in Summer

Summer Program

IEOP’s Summer classes are designed to help students meet or catch up in specific skills they may have missed in previous semesters. In the Summer, full-time students take three classes: Reading, Writing, and American Culture. A list of the Learner Outcomes is in the Appendix A.

Summer classes help you:

- Improve all skills in Reading, Writing, Listening and Speaking
- Practice pronunciation
- Take the end-of-semester PBT TOEFL

Join us for the Summer session, pass the TOEFL, and start ISU courses in the fall!

General Summer schedule (subject to change)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-10:50 am</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
<td>ENGL 11 Reading</td>
</tr>
<tr>
<td>11:00 am-12:00 pm</td>
<td>ENGL 20 American Culture: Listening and Speaking</td>
<td>ENGL 20 American Culture: Listening and Speaking</td>
<td>ENGL 20 American Culture: Listening and Speaking</td>
<td>ENGL 20 American Culture: Listening and Speaking</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:20-3:30 pm</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
<td>ENGL 12 Writing</td>
</tr>
</tbody>
</table>

There are no classes on Fridays in the summer!
When it is offered, IEOP also has another summer option for students who are already accepted to ISU’s Business College. You can enroll in our Business English Orientation Course, which will help you get an early start learning business concepts and vocabulary. Visit the Course page (https://ieop.iastate.edu/programs/business-english-orientation-course/) for more information.
Important Dates
2018-2019 Academic Year

August

Orientation Week
- New and returning students check-in
- Placement and orientation for new students

Week 1
- Thielen Student Health Center appointments for new students
- IEOP classes begin

Week 2
- First Conversation Club meeting
- IEOP Welcome Mixer

September

Week 3
- Labor Day, September 3: No classes
- TOEFL Practice #1

October

Week 7
- TOEFL Practice #2
Week 8
- IEOP Midterm Conferences
- Fall II New Student testing and orientation
- TOEFL #1
- IEOP Student Assembly
- Feedback time!

Week 9
- TOEFL Practice #3

Week 10
- IEOP Student Meeting

November

Week 12
- TOEFL Practice #4

Week 13
- Thanksgiving Activity
- IEOP Program Evaluation

Thanksgiving break, November 19-23

Week 14
- TOEFL Practice #5

December

Week 16
- IEOP Achievement tests
- TOEFL #2

January

Orientation Week
- New and returning students check-in
- Placement and orientation for new students
Week 1
• Thielen Student Health Center appointments for new students
• IEOP classes begin

Week 2
• Martin Luther King Day, January 21: No classes
• First Conversation Club meeting
• IEOP Welcome Mixer

Week 3
• TOEFL Practice #1

February

Week 7
• TOEFL Practice #2

March

Week 8
• IEOP Midterm Conferences
• Spring II New Student testing and orientation
• TOEFL #1
• IEOP Student Assembly
• Feedback time!
• TOEFL Practice #3

Spring break, March 18-22

Week 10
• IEOP Student Meeting

April

Week 12
• TOEFL Practice #4

Week 14
• TOEFL Practice #5
May

Week 15
- End of Semester Reception

Week 16
- IEOP Achievement tests
- TOEFL #2

June

Orientation Week
- New and returning students check-in
- Placement and orientation for new students

Week 1
- Thielen Student Health Center appointments for new students
- IEOP classes begin

Week 4
- TOEFL Practice #1

July

Week 5
- Independence Day, July 4: No classes

Week 7
- TOEFL Practice #2

Week 8
- IEOP Achievement tests
- IEOP End of Semester Reception
- TOEFL test
Skills Area Courses
In each skill course students are required to meet certain Learner Outcomes. In general, there are 4 Learner Outcomes per course. These will be taught throughout the semester and tested both in class and at the end of the semester through Achievement Tests. A full list of the Learner Outcomes is in the Appendix A.

Below you will find a brief description of all the subjects and the learning goals for each subject.

Grammar
In grammar classes, students review and learn structures of English in order to use them correctly in writing and speaking. The grammar structures studied are based on learner outcomes for each grammar level.

- Lower level classes focus on:
  - Grammar for spoken and written English
- Upper level classes focus on:
  - Grammar for academic reading
  - Grammar for academic writing
  - Grammar for academic listening and speaking

Listening and Speaking
In listening and speaking classes, students practice speaking English and learn how to take good lecture notes.

- Lower level classes focus on:
  - Speaking English
  - Participating in conversations, discussions, and listening for comprehension
  - Taking notes with guidance
  - Making short oral presentations
- Upper level classes focus on:
  - Listening to academic material
  - Taking notes
  - Participating in discussions
  - Making oral presentations

Reading
In reading classes, students learn reading strategies for reading faster and understanding better.

- Lower level classes focus on:
  - Vocabulary to increase comprehension
  - Non-academic and academic material to learn basic strategies (including vocabulary from the General Service List)
- Upper level classes focus on:
  - Academic vocabulary to increase comprehension
  - Critically thinking about and analyzing the structure and views in academic texts
Writing
In writing classes, students learn to use elements of the writing process effectively to plan, draft, and revise their writing.

- Lower level classes focus on:
  - Non-academic language and topics
  - Sentence and paragraph construction
  - Basic spelling and grammar skills
- Upper level classes progress into:
  - Academic language and topics
  - Performing research and incorporating it into writing assignments
  - Understanding American academic writing conventions

Criteria for Getting into the Skills Area Courses
Students get into the skills area courses:

1) With conditional admission to ISU and/or interest in studying English at IEOP
2) Taking placement tests to be assigned to appropriate classes or promoted

Repeat Policy
IEOP students are allowed to take the same level skills area courses twice (two times). However, if a student fails (grade of C- or less) the same two or more IEOP skills classes for the second time, they will receive a warning letter. After this, they will be allowed to enroll in the same two or more skill level classes for the third time. Students who fail two or more of the same level skill classes for the third time will be dismissed from IEOP.

Warning Letter information: Students will be sent the warning letter by email the week following the end of the semester (Week 17). The Student Affairs Coordinator will send the notice. If the student decides to return for the following semester, a copy of this letter will be stapled to their class schedule as a reminder to the student. Teachers will also be notified of students in this situation at the beginning of the semester by having student names color coded on their class lists. Orange-coded students are in danger of receiving a warning letter (meaning that they have failed this class once already). Red-coded students have failed this class twice and are enrolling in their final semester at IEOP, unless they pass (grade of C or higher).

Reasoning: IEOP teachers and the Student Affairs Coordinator make every effort to provide students with the support they need in their academic classes in order to be promoted to the next level. Students should also make an effort to work hard and seek help from the many sources of help available on campus.

Our policy is on par with other CEA accredited programs. UNI, another state university, gives a warning letter after the student fails a class one time and a second letter after they fail twice; after the third time, they can be dismissed. Our policy is similar, in that students in both IEPs are only allowed to fail three times.
Optional Course Offerings
When there is demand, need, and resources, IEOP offers the following options:

Exit Level Program
In the Exit Program, students take three courses, an Academic Skills Course, an Orientation to Academic Higher Education course, and a Technology for Academic Success Course. Those who take the program and pass it can enter ISU without a TOEFL or IELTS score.

Criteria for the IEOP Exit Courses
The Exit Level Program is limited to undergraduate students High Intermediate level and higher in all skill areas. Graduate students, students who already have a passing TOEFL/IELTS score, and sponsored students may be able to join the Exit Level Program in exceptional situations.

In order to enroll in the Exit Level Program, a student needs to:

• Show interest by filling out the Interest in Special Courses Form (Appendix G) and
• Be in High Intermediate or High level in all skill areas
• Score 70% or higher in the Exit Level Writing Placement test
• Have recommendations from 3 out of 4 IEOP teachers in the previous semester (returning students)
  • Have passing grades in at least 3 out of 4 classes in the previous semester (returning students)

Other criteria may apply due to limited classroom space. Students in the Exit Level Program cannot take other classes (e.g., Test Preparation class).

Exit Level Course Information
Students in the Exit Level Program take three courses. A list of the Learner Outcomes is in the Appendix A.

• Academic Skills
  In the university-type course students study topics such as Political Science and Environmental Science.
  The course focuses on:
  o Reading and discussing academic textbooks
  o Developing a knowledge of academic sentence structure and vocabulary
  o Listening to academic lectures, taking notes, and taking tests in a university class
  o Writing essays and a research paper

• Technology for Academic Success
  The technology course focuses on:
  o Using learning management systems
  o Developing strategies for taking part in online discussion groups
  o Learning about the online writing conventions used in academic communications
  o Making effective use of PowerPoint for academic presentations

• Orientation to American Higher Education
  The Orientation course focuses on:
  o Finding information and resources in the library
o Understanding classroom etiquette and professors’ expectations
  o Developing strategies for oral and written interactions with faculty and staff at the university
  o Learning to avoid plagiarism
  o Writing reflections
  o Developing strategies for success in university credit classes

After Passing IEOP Exit Courses
Passing all IEOP Exit courses with B- (80% or higher) allows students to receive a recommendation for enrollment in Iowa State University courses.

Exit Courses Repeat Policy
  • No students can repeat the Exit courses due to the nature of the courses.

IEOP Business Courses

Overview
IEOP offers two Business Courses: Business Reading and Writing and Business Listening and Speaking. A list of the Learner Outcomes is in Appendix A.

  • **Business Reading and Writing**
    The course focuses on:
    o Understanding business-oriented specific vocabulary and idiomatic expressions
    o Analyzing and synthesizing content from business-oriented lectures, reading assignments and other resources
    o Writing academic papers suitable for use in business settings

  • **Business Listening and Speaking**
    The course focuses on:
    o Understanding and using business vocabulary and academic language to communicate in academic business courses and in the business world
    o Identifying the main ideas, supporting points, and details about business academic lectures by taking accurate notes
    o Preparing and giving academic speeches on business related topics using technology
    o Using technology to enhance learning and communicate with peers in academic business courses

Criteria for Getting into the IEOP Business Courses

To get into the IEOP Business courses, students must
  • Show interest by filling out the Interest in Special Courses Form (Appendix G) and
  • Pass placement tests at High Intermediate level or above in at least three skills areas

IEOP Business Courses Repeat Policy
Students can take one or all the Business course(s) twice. No student can repeat the Business course(s) more than one time.
Note: This course is currently not offered. We offer IEOP Business courses when enrollment allows.

Test Preparation Course

(Currently NOT Offered)
(Maximum of 15 students - two hours per week)

In the Test Preparation class, students learn about the iBT and PBT TOEFL tests by answering questions and doing tasks from each of the test skill areas: Listening, Reading, Writing, and Speaking.

The Test Preparation course focuses on:

- Understanding the test format
- Becoming familiar with the test tasks
- Developing test-taking strategies
- Practicing answering test questions

The course materials are a comprehensive collection of self-study materials including:

- The course textbook
- Instructor video clips
- Online discussion forums
- Free online text-taking information and materials

Criteria for the Test Preparation Course
To get into the Test Preparation course, students must show interest by filling out the Interest in Special Courses Form (Appendix G).

Test Preparation Course Repeat Policy
Students who don’t pass the Test Preparation course, but want to take them again, are allowed to repeat it twice.

American Culture: Listening and Speaking
IEOP offers an American Culture: Listening and Speaking course every Summer. A list of the Learner Outcomes is in Appendix A.

In American Culture: Listening and Speaking course, students learn about:
- Communication and conversation – different styles and patterns
- Transitions stress (formerly “culture shock”)
- Health and safety in a new home
- The culture of the classroom and campus
- Cultural information game – artists, traditions, geography, and sports.

Criteria for American Culture: Listening and Speaking Course
All IEOP students are eligible to take this course.

Repeat Policy for American Culture: Listening and Speaking Course
Students who do not pass the American Culture: Listening and Speaking course, but want to take it again, are allowed to repeat it twice.
TESTING AND GRADING

Testing
IEOP does several types of testing:

- At the beginning of the semester
  - Placement testing and oral interviews are given to determine class levels
  - Learner Outcomes diagnostic testing to confirm new student placement is correct
- Throughout the semester
  - In-Class tests/quizzes to measure student progress
  - Learner Outcomes formative assessments to measure progress in mastery of Learner Outcomes
- At the end of the semester
  - Learner Outcomes achievement assessments to determine competency in the Learner Outcomes for each class, including Exit courses
  - The Institutional TOEFL

Testing for Part-Time Students
Part-time students who are new to the program should participate in orientation, including testing, even if they are taking only one course because they may change their minds about which classes they wish to take.

Late Arrival Testing
For pre-approved late arrivals, the student will talk to the Admissions Officer in LA Room 103, fill out the online check-in form, and talk to the Assistant Director to schedule a time to take the IEOP Placement tests.

Changing Levels
If students think they should be in a different level, they must talk to their instructor during the first two days of class.

During the first week of the semester, instructors make sure that new students are in the correct classes. If necessary, adjustments are made then. Students take diagnostic tests and participate in diagnostic activities during the first two days of classes. If instructors believe new students are not in the correct level, they let the Assessment Coordinator and the Assistant Director know. After that, students are informed of the option to take the Program Diagnostic tests if they desire. If students choose to take the Diagnostic tests and score 75% or higher in all Program Diagnostic Tests, they are promoted to the next level. No changes will be considered after this.

If students are allowed to change levels, they will receive notices about this and new class schedules via email.

Returning students will do the in-class diagnostic testing and activities, but they are not used for promotion. Promotion is based on prior academic progress and these tests are used for assessing individual needs.
Grades
Although students do not receive university credit for IEOP classes, they receive a letter grade (see grading scale below) for each class they take in IEOP. These grades stay on their ISU transcripts permanently. Students can see their grades on Canvas, the Learning Management System used at ISU, and on AccessPlus, “a secure and confidential campus information system available via the World Wide Web.”

During the semester, students will do several in-class assignments and assessments. At the end of the semester, students will take the achievement tests. Below is a list of these components:

- Assignments and Assessments (70% of the final course grade)
- Achievement tests (30% of the final course grade)

We will use the grading scale below to calculate final course grades:

**Grading scale**

- A 94-100%
- B- 80-83.99%
- D+ 67-69.99%
- A- 90-93.99%
- C+ 77-79.99%
- D 64-66.99%
- B+ 87-89.99%
- C 74-76.99%
- D- 60-63.99%
- B 84-86.99%
- C- 70-73.99%
- F 59.99% and below

Students in Skills Areas classes need at least a “C” grade to pass the class and be promoted to the next level. Students in Exit Level courses need a “B-“ grade to receive a recommendation for enrollment in Iowa State University courses.

For more information about IEOP’s grading scale and interpretation of the scores see Appendix B.

Attendance
Attendance is very important. If you miss a class, you may also miss a test or other important activities. If a student’s attendance percentage is below 80% at any time in the semester, he or she can be dismissed from IEOP (the student must leave IEOP). Students must always have 80% in each class. This is especially important for students with an F-1 immigration status (see “Maintaining F-1 Immigration Status”). Please note that exceptions are made when necessary (e.g., SACM students).

Other possible consequences of being below 80% attendance:

- Not being considered for a recommendation for admission to ISU
- Not being considered for a work permit
- Not being able to enroll in the Exit Level Program in the following semester
- Not having a request for Program Extension granted
- Dismissed from the program
Teachers take attendance every day, usually at the beginning of class. Students are marked Present, Late, or Absent. For details about the lateness/tardiness policy, check the syllabus for each class.

If IEOP cancels regular class because of another IEOP activity, students must attend that activity. If they do not attend, they will be marked absent for the classes the activity replaces. Students must attend the entire activity.

Students can get information about their Attendance percentages by checking the Canvas site. If their Attendance for any class does not appear, the student must speak with the teacher and ask that the class Attendance be updated.

The Attendance grade in not included in the calculation of the final course grade.

**Final Progress Reports**
At the end of every semester, students will have access to their final course grades on their Canvas courses. They may also request copies of their Final Progress Reports by sending an email to ieop-admins@iastate.edu. This shows the progress they have made in their classes by giving their class grades, Achievement Test scores, and level placement for the next semester.

The Final Progress Report shows a student’s final class grade as a letter grade (see “Grading”). As noted earlier, to pass the class and be promoted to the next level, a student needs a Final Course grade of C or better.

**IEOP Final Grades/ISU Transcript**
In addition to the end of semester Final Progress Report, registered IEOP students receive a grade report from the ISU Office of the Registrar (available through Access Plus). These grades are based on the final grade reports. They appear permanently on the ISU transcript.

**Passing to the Next Level (Promotion)**
When students begin IEOP, they are placed in one of four levels for each skill class (see “Testing and Grading”).

To pass to the next level of a skill area, students must receive a Final Course grade of C or better.

**Do Not Return (DNR)**
On occasion, students are asked to not return to the program. If a student is asked to not return to the program, they will receive an official letter letting them know (See Appendix F, “Do Not Return Letter”). There are many reasons that a student may be asked to not return to the program (e.g., failing courses, exceeding the limit for repeated courses, and/or excessive absences).
STUDENT CONDUCT

IEOP prepares students for university-level study. IEOP students are adults and are expected to respect their teachers, their classmates, and the educational opportunity they have here.

IEOP students must:

- Attend class regularly.
  - Come to class on time.
  - Pay attention in class.
  - Take all tests.
- Be prepared for class.
  - Bring the correct materials (textbooks, notebooks, paper, pencil/pen) to every class meeting.
  - Do all homework assignments.
  - Demonstrate a positive attitude in class.
- Show respect for the instructor and fellow students in class.
  - Listen to the instructor and classmates when they are speaking.
  - Follow all of the instructor’s directions.
- Take their studies seriously.
  - Participate in class activities and discussions.
  - Ask questions in class if they don’t understand.
  - Talk with their instructor if they have any special learning needs.

IEOP students must not:

- Arrive late for class.
- Talk to other students during instruction.
- Use their native languages during class.
- Cheat on quizzes, tests, or exams. (Cheating means looking at another student’s paper or showing their paper to another student).
- Plagiarize materials. It is plagiarizing to:
  - Use a photocopy of a class textbook.
  - Copy another student’s work.
  - Copy information from the Internet or a book without referencing the source.
- Do activities not related to classwork.
  - Sleep in class.
  - Put their heads on the desk.
  - Answer cell phone calls.
  - Send or receive text messages.
  - Watch videos on telephones.
  - Use an iPhone, iPad, laptop, or electronic dictionary without permission.
  - Work on any non-IEOP class tasks (i.e., TOEFL/IETS study materials) in class unless instructed to do so by the teacher.
- Leave class frequently or for extended periods of time.
- Leave class for any reason other than to use the bathroom (It is not necessary to ask permission to do this).
• Be rude or disrespectful to the instructor or to other students in the class.
  o Talk when the instructor is talking.
  o Argue with the instructor or another student.
  o Be verbally abusive (e.g., use bad/swear/cuss words).
  o Be physically abusive (e.g., hit an instructor or another student).
  o Act in a way that an instructor or any other IEOP staff member says is not allowed.

This list does not include all the Student Conduct Expectations, but it gives an idea of what is expected in the classroom.

• If students do not follow the Student Conduct Expectations, the instructor will ask them to leave the class and will count them absent.
• If the student does not leave, the instructor will call the ISU Campus Police at 911, who will come and take the student out of the class.
• If students do not follow the Student Conduct Expectations after that, they will be dismissed from IEOP and will not receive a refund.
• This will be reported to the Office of Admissions. They will review the case and decide whether or not the students can begin their academic courses even if the students have the English language proficiency necessary.

Absences and Tardiness
Attendance is very important. If you miss a class, you may also miss a test or other important activities. If a student’s Attendance percentage is below 80% at any time in the semester, he or she can be dismissed from IEOP (the student must leave IEOP). Students must always have 80% in each class.

Policy
Students are expected to be in class every day on time. Students who arrive 10 minutes after the class starts will be considered late. Students who arrive 30 minutes after the class starts will be considered absent.

There are no excused absences except in emergencies and special situations such as accidents and childbirth. Students should make doctors’ appointments during a time when they are not in class. If the health center says to come at a time when students have class, students must tell them they are not available at that time and ask for an appointment at another time. If students need to see a doctor because of an emergency, they have to show a doctor’s note that indicates that the visit was due to the emergency.

Procedure
If you must miss class, it is VERY IMPORTANT that you immediately email all of your teachers to let them know you will not be in class that day. You should also ask a fellow student to get the homework or any handouts for you.

In case of emergency, you can talk to your teacher or the IEOP administrative office by emailing ieop-admins@iastate.edu or by calling 515-294-3568. Your teachers or one of the administrative staff will notify the Director of your situation.
**Late Arrivals**
Attendance for students who arrive to the program after the report date, will be counted from the first day of classes, just as it is for all other students.

**Homework**
Homework assignments help students practice what they learned in class and get ready for the next class. Here are examples of the kinds of homework assignments teachers might ask IEOP students to do:

- Worksheets or handouts
- Exercises or practice in textbooks
- Reading
- Writing exercises
- Listening exercises
- Preparing for a class activity
- Preparing for a presentation or project

**Assignments and Assessments**
Students will do assignments to practice the skills they are learning. Here are examples of the kinds of assignments students might do in IEOP classes:

- Worksheets or handouts
- Exercises or practice in textbooks
- Reading activity or vocabulary log
- Writing the first draft of an essay
- Listening and taking notes
- Participating in activities: group work, pair work, project work
- Informal presentations

IEOP instructors also check each student’s progress in a particular language skill (grammar, reading, writing, listening/speaking) by giving assessments, which may include quizzes, tests, final essays, presentations and projects.

Students may be graded on some or all of the assignments and assessments listed above. For information about each instructor’s grading policy for Assignments and Assessments, look on the syllabus for each class.

Remember that the average of the Assignments and Assessments grade is worth 70% of the Final Course grade.

To pass the class and move to the next level in IEOP, students must receive a Final Course grade of C or better.

**Achievement Tests**
Achievement Tests are given on Monday and Tuesday of finals week. During this time, students are required to take **ALL** achievement tests to show that they have learned the Learner Outcomes taught in every level. There are 4 tests per skill (a total of 16 tests). Writing Achievement tests are rated twice (except multiple choice tests), for fairness, by instructors who are not your
teacher. If the two raters’ grades do not agree, a third person will grade it. MOST tests are given on paper; however, some tests require the use of a computer, presentation, discussion, or other means of testing.

**Students are still required to come to class on days that tests are not being given.** If a student misses a test, it is only possible to make-up the tests if the student has a valid excuse for missing a test. The student must ask the Assessments Coordinator if they may make up the tests and give reasons for missing the test. If the Assessment Coordinator will set up a make-up test time if the student’s reason is valid. If the student misses this test, it will not be given again and they will receive a zero for the test.

Students cannot make up a test even if they:

- Are taking a TOEFL test
- Overslept/forgot
- Bought a plane ticket already
- Didn’t check the schedule
- Are out of town
- Sick (but no doctor’s note)
**EVALUATIONS**

**Mid-Term Student Progress Conferences**
At Mid-Term during the fall and spring semesters, students have a conference with one of their instructors. The purpose of the conference is to discuss students’ progress and to discuss any problems or concerns they have.

At the Mid-Term Conference students receive a Mid-Term Progress Report for each of their classes. Their progress in a class is measured by their in-class assignments and assessments grades and their progress in mastering the Learner Outcomes in that class.

Students may talk to their instructors during their office hours at any time during the semester. Students may also make an appointment with the IEOP Director to discuss academic issues.

**Mid-Term Formative Evaluations**
At Mid-Term, students fill out evaluations of their classes. These evaluations let instructors know how things are going. Students can give teachers specific information that can improve classes, activities, and the IEOP program.

**Final Progress Reports**
At the end of every semester, students will have access to their final course grades on their Canvas courses. They may also request copies of their Final Progress Reports by sending an email to iep-admins@iastate.edu. This shows the progress they have made in their classes by giving their class grades, Achievement Test scores, and level placement for the next semester.

The Final Progress Report shows a student’s final class grade as a letter grade (see “Grading”). As noted earlier, to pass the class and be promoted to the next level, a student needs a Final Course grade of C or better.

**IEOP Final Grades/ISU Transcript**
In addition to the end of semester Final Progress Report, registered IEOP students receive a grade report from the ISU Office of the Registrar (available through Access Plus). These grades are based on the final grade reports. They appear permanently on the ISU transcript.

**End-of-Semester Program Evaluations**
At the end of each semester, students must fill out an evaluation of IEOP. They should be as specific as possible about what is good about classes, the Language Learning Center, the Conversation Club and other out-of-class activities, as well as what could be improved in the IEOP program. These evaluations are anonymous.

**End-of-Semester Class/Instructor Evaluations**
Students also fill out an evaluation of each class and its instructor at the end of each semester. These evaluations are also anonymous.

**Sponsorship Evaluation Reports**
At student or sponsor request, the IEOP Director sends a report of student scores to a sponsor or to another institution. In order to do that, the IEOP Director needs an Authorization for Release of Student Information form filled out and signed by the requesting student. The director
comments on the student’s progress based on class evaluations and the teachers’ opinions about
the student’s readiness for university work. Students must request such reports at the IEOP main
office, LA 102. Request forms are located at the Form Station located outside LA 102. This
form must be given to the Assistant Director at least 2 weeks before it is needed due to
processing time.
STUDENT SERVICES (POLICIES, PROCEDURES, AND HELPFUL RESOURCES)

Behavior in Public Spaces
Students must show respect for IEOP and ISU public spaces. They must clean up after themselves and place their trash in a trashcan. Students cannot eat or drink in the IEOP Language Learning Center (LA 107).

Books and Supplies
Students must buy all required books and supplies. On Friday of the first week of class, instructors give students a list of the books they need. Students must buy new books at the University Book Store by the first day of class on the second week and bring them to class.

Students should not buy:
- Used books
- Books online
- Photocopies of books

Enrollment
Transfer Requests
If IEOP students want to transfer to another intensive English program, they must see the IEOP Assistant Director to begin the process and then request ISSO to transfer their SEVIS record through CyStart. They must pay all ISU fees before they will get approval for a transfer.

Once ISSO has transferred the student’s SEVIS record, the new school will be able to issue an I-20 for the student. Transfers should be requested before the end date on the current ISU I-20 and before starting classes at the new school.

Withdrawing from IEOP
If an IEOP student would like to leave IEOP in the middle of a session, they must withdraw (leave officially) from Iowa State University and leave the United States within 15 days. They should tell IEOP if they decide to withdraw and complete the Absence from ISU eform in CyStart for ISSO. An advisor in ISSO can help students with this process. It is important for students to know that they may have to pay all or part of their IEOP fee if they withdraw. The amount that they must pay will depend on the date of withdrawal.

Dismissal/Termination
IEOP will dismiss students if they do any of these things:
- Falsify documents or misrepresent information on their IEOP application.
- Are convicted of a crime while in IEOP.
- Exhibit behavior that is harmful to themselves or others.
- Fail to pay the IEOP fee.
- Act in a disruptive, threatening, or abusive manner inside or outside of class.
• Habitually abuse drugs or alcohol despite counseling.
• Do not keep at least 80% Attendance in each of their IEOP classes (see “Attendance”).
• Do not follow Student Conduct expectations (see “Student Conduct”).
• Students will not receive a refund if they are dismissed.

**Fee Payment**
Students must pay their fees as soon as possible. They must pay all IEOP fees or make arrangements for payment before they can sign up to take the IEOP Institutional TOEFL exams.

After students are registered with the IEOP, they will receive an email at their ISU email address on the first day of each month. This is a notification that their ISU U-bill (university bill) is available on AccessPlus for viewing, printing, and payment. “AccessPlus is a secure and confidential campus information system available via the World Wide Web.” Students need their university ID and password to view their information. The U-bill will tell them the date their payment is due.

Students can pay fees in the following ways:
• By direct debit from their checking account through AccessPlus.
• By check or cashier’s check made out to the ISU Treasurer’s Office and mailed to 20 Beardshear Hall, Iowa State University, Ames, IA 50011.

If students do not receive billing statements or do not check their account on AccessPlus, they may be charged late penalties. This can result in a “hold” on their registration and they will not be allowed to register for IEOP or other classes.

**Refunds**
IEOP follows the ISU policy for giving refunds to students. For more information about the ISU policy regarding Tuition, Fees, and Expenses, see the following website: [http://catalog.iastate.edu/tuitionfees/](http://catalog.iastate.edu/tuitionfees/).

**Housing**
There are three main options for where to live at Iowa State. Students can live in
• a residence hall
• a University apartment
• an off-campus apartment

Most international students choose to live in a University residence hall or an on-campus apartment. **More information is available about these options at the Department of Residence website and below.**

Students may also live in an off-campus apartment. These apartments are usually farther from campus and your classes. The total costs may also be harder to estimate. If students want to live off campus, they should ask whether garbage service, phone/Internet, and utilities like gas, electricity, and water are included in the rent. Usually students will need to pay some of these expenses separate from their rent. Students also need to ask what furniture is included in the
apartment. Most likely a sink, a stove, and a refrigerator will be included. Sometimes a dishwasher and a garbage disposal will be included as well. Furniture, such as tables, chairs, a couch, bed, or dresser, is not usually provided.

### Housing Comparison

<table>
<thead>
<tr>
<th></th>
<th>Close to campus</th>
<th>Easy to meet people</th>
<th>Quiet atmosphere and privacy</th>
<th>Includes a bed, desk, and dresser</th>
<th>Includes a stove and a fridge</th>
<th>Must purchase a meal plan through ISU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence hall</td>
<td>Yes</td>
<td>Easiest had to buy a lunch plan</td>
<td>Not always</td>
<td>Yes</td>
<td>No (some have a community kitchen)</td>
<td>Yes</td>
</tr>
<tr>
<td>On-campus apartment</td>
<td>Yes</td>
<td>Easy</td>
<td>Yes</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Optional</td>
</tr>
<tr>
<td>Off-campus apartment</td>
<td>No</td>
<td>Harder</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Optional</td>
</tr>
</tbody>
</table>

**RESIDENCE HALLS**

Residence hall rooms are available in traditional dormitory style rooms or room suites. The rooms are available as:

SGL - Single Room with only one occupant  
DBL - Double Room with two occupants  
TPL - Triple Room with three occupants

Residence hall buildings may have the following gender designation.

- Building gender  
  - C - co-ed  
  - F - all female  
  - M - all male

There are 20 residence halls at ISU, but only 4 are open during the break time. Please keep this in mind when you select where you want to live. The Residence Hall office can provide you with more information about this.

**Residence Hall Rates**

All residence hall rates are per student, per academic year. One half of the rate is billed at the start of each semester. For more information check the [Department of Residence](#) page.

**STUDENT APARTMENT HOUSING**

Frederiksen Court, Legacy, and Iowa State West Apartment rates.  
All rates listed are per student, per academic year and include all utilities. One half of the rate is billed at the start of each semester. All apartments are open during Winter Break. Meal Plans
are encouraged, but are not required. The numbers of apartments listed is how many of each type exist, not how many are currently available for assignment.

In addition to the housing rates, all residence hall and apartment residents have mandatory dues (fees) that contribute to programming and upkeep of community-owned equipment.

**Student Housing Staff**
A Community Advisor (CA) is on each floor and in each apartment cluster to help build community. The CA is someone you can go to with questions. The Hall Director is a professional live-in staff member who creates a community that contributes to your personal and academic success. The full-time Apartment Community Managers provide an apartment experience with a strong campus connection.

**CONTACT INFORMATION**
Iowa State University  
Department of Residence  
2419 Friley Hall, Ames, IA 50012  
Phone: 1-515-294-2900 or 1-800-854-9050  
Website: [http://www.housing.iastate.edu](http://www.housing.iastate.edu)  
Email: housing@iastate.edu

**IEOP Language Learning Center**
The Language Learning Center (LLC) is located in Landscape Architecture 107. It is composed of 20 new iMac computers and a laser printer. Instructors may require that students do some lessons in the LLC, but all students can use the lab during its “open lab” hours. Those open lab hours are Monday-Friday during the lunch break and then after listening/speaking class Monday-Thursday. The LLC has computers that students can use when the lab is open, as well as CDs for practicing pronunciation and TOEFL practice. There is also a small lending library of fiction books at various levels for students to check out and enjoy. The borrowing and returning policies are explained in detail to all new students when they attend the LLC Orientation session at the beginning of the semester.

IEOP follows the Code of Computer Ethics and Acceptable Use standards of Iowa State University, which can be found at [http://policy.iastate.edu/policy/it/ethics](http://policy.iastate.edu/policy/it/ethics).

In addition, IEOP has its own rules for using the IEOP computer lab:

IEOP students may:

- Borrow the TOEFL or IELTS preparation books while in the lab.
- Use the computers to do class assignments or homework.
- Use the Internet to practice and improve their English skills.
- Use the language CDs in the lab under the supervision of the LLC Coordinator.
- Use the lab to look at the IEOP website.
- Save documents to their own network space.
IEOP students may not:

- Remove computers or any materials (e.g., mouse, keyboard, etc.), or printers from the lab.
- Remove software from the lab, including TOEFL CDs.
- Add menu items or programs to the Start Up or Apple menu.
- Change the preferences or settings on any computer.
- Download programs without the permission of their instructor or a lab assistant.
- Download any instant messaging programs in languages other than English.
- Create a personal folder on the computer desktop or hard drive.
- Save information to the computer desktop, documents folder or folder that they create. These files will be deleted from the computer when they log out. Instead, save your files to the network space to ensure documents are not deleted.
- Print multiple pages from the Internet.
- Remove programs from any computer.
- View potentially offensive material on the lab computers. (This guideline follows the ISU standard on sexual and ethnic harassment. The purpose of this guideline is to create and maintain a learning environment that is free from sexual and ethnic harassment).

Registered, full-time IEOP students who have paid their fees can use other computer labs on campus. This web site shows the public computer labs on campus: www.it.iastate.edu/labsdb. Non-registered students must pay an additional fee to print in the IEOP computer lab.

Image/Voice Use Notification
IEOP may take photographs or make video and/or tape recordings at events our students attend. As a result, a student’s image could appear on, or be used by IEOP for educational or promotional material, such as the following:

- The IEOP website
- The IEOP Facebook page
- Publications or promotional material
- Other types of distribution

If students do not want their face or voice to be used, please fill out the “Requests, Complaints, & Suggestions” form (see Appendix C). These forms are located on the Form Station outside LA 102.

Immigration
Maintaining F-1 Immigration Status
If students have F-1 status, they must be careful to maintain “good academic status.” This requires 80% Attendance in all classes. If IEOP students’ Attendance falls below 80%, they risk being in violation of their F-1 immigration status.

- Names of IEOP students who do not maintain 80% Attendance during a semester are sent to ISSO as being in violation of the F-1 immigration status.
• Out-of-status students may have to ask for reinstatement in order to continue in IEOP, or at ISU, or transfer to a new US institution. Otherwise, they will need to leave the United States.
• Therefore, if IEOP students receive a notice from the Director of IEOP saying that they are in violation of their F-1 immigration status, they should make an appointment to talk to an ISSO advisor immediately.

I-20 Extensions
If an IEOP student’s I-20 is expiring, they will need to apply for the program extension through CyStart: https://cystart.its.iastate.edu. An extension is not automatic. Program extensions must be requested at least 2 weeks before the I-20 expires.

Safety and Emergency Procedures
“An emergency is an event that is not safe and that could end in harm to you or others. Examples of an emergency would be a fire, a tornado, or threat of a bomb.” For information about safety and emergency procedures, see http://www.ieop.iastate.edu/index.php/2013-11-20-18-05-37/safety-and-emergency-procedures.

• IEOP follows Iowa State University’s emergency plan. It is called ISU Alert.
• Students can be notified right away when there is an emergency on campus.
• Log in to AccessPlus. Look under the A+ tab. Click “ISU Alert.”
• You may choose to learn about an ISU emergency by text, email, or phone call. For more information, visit the ISU Alert page at https://www.isualert.iastate.edu/.
• Off-campus emergencies, call 911.
• Off-campus non-emergencies, call 515-239-5133.

Additionally, International Students and Scholars’ Office (ISSO) sets their main phone number after hours with a message that instructs those with an emergency to call the ISU Police Department at 515-294-4428. If the call is an emergency requiring police intervention, they’ll handle it. If the calls are about other ISSO related things such as lost immigration documents or forgotten travel signatures, etc. that do not require police assistance, the ISU Police call ISSO emergency number for help. One of the ISSO advisors on their staff is on emergency phone duty whenever the office is closed. ISSO reviews their emergency number process with students, including IEOP students, at orientation.

Emergency Shelter
There is an emergency shelter on the ground level of the Landscape Architecture building. It is located near the drinking fountain. Several buildings across campus are also equipped with shelters in case of storms, tornadoes, or other natural disasters.

Smoking Ban
It is against the law to smoke anywhere on the Iowa State University campus. For more information, refer to the following: http://www.police.iastate.edu/useful-links/smoke-free.
Student Advising

The IEOP Student Affairs Coordinator assists students with various concerns relating to health, living conditions, and academic matters, but especially, Attendance and how it affects academic success. The Student Affairs Coordinator also acts as an intermediary between instructors with concerns about students and those students. Additionally, they serve as liaisons between students and the International Students and Scholars Office (ISSO) regarding issues with visa status.

Students who are below 80% in Attendance are required to see the Student Affairs Coordinator. At this time, they will sign a contract (see “Student Performance Contract” in the Appendix D) with the Student Affairs Coordinator that states they will be required to attend all classes, finish any work missed (assignments and assessments), and do everything possible to improve their grades in class. After 2 weeks, the Student Affairs Coordinator will meet the student again to check that the student has met these requirements. If the student has not met the requirements, then the student could be dismissed from the program. If this occurs, a meeting with ISSO will be set-up with the student, the IEOP Student Affairs Coordinator, and an ISSO advisor to discuss the students’ options. (See Appendix D, “IEOP ISSO Attendance Advising” for a sample of the meeting form.)

Other reasons to see the Student Affairs Coordinator:

- Low assessment grades – Students who are performing poorly on tests may be asked by their instructor to meet the Student Affairs Coordinator to get help with studying.
- Scholarship Questions
- Emotional or Personal issues – Many students have problems that are outside the classroom; such as, depression, homesickness, trouble with roommates, etc. The Student Affairs Coordinator is here to help you with any of these issues and answer any questions you may have.

Student Email and Canvas Website

During Orientation week full time or registered students will sign up for an ISU email address. This email should be used to correspond with teachers or Admissions, International Students and Scholars Office, and other departments on campus.

IEOP often sends out important announcements and notifications by email, so students must check their ISU email accounts daily. Many students find it helpful to download an app for their phones, so they do not miss any important emails. It is very important to read each email thoroughly and carefully. If students have questions about the information, they may ask anyone in the IEOP.

Students should also check the Canvas website for announcements.

Student Health

Health Requirements
Iowa State University Insurance Requirements:
All international students (F and J visa) are required to enroll in the ISU Student and Scholar Health Insurance Program (SSHIP). Accompanying dependents must also be enrolled in the SSHIP program.

The insurance plan helps pay the cost of medical treatments for injury and illness requiring hospitalization. Insurance costs for all students are included with tuition and other required fees at registration. The cost of medical care in the U.S. is extremely high and increases constantly. For example, the average cost for hospital room and board is between $765 and $950 per day. The health insurance also provides coverage for prescription medications.

The ISU Thielens Student Health Center charges a health fee and health facility fee every semester a student and/or spouse/partner are enrolled in the Aetna Insurance Plan. These fees are not prorated and will be charged during the semester the Aetna insurance begins and each following semester while covered.

To review fees charged by ISU: http://www.registrar.iastate.edu/fees/. Specific details about the insurance plan can be found at https://sship.hr.iastate.edu/.

For students with dependents (spouse or children):

Students must visit the Students and Scholars Insurance Office, 3810 Beardshear Hall, to add their dependents to their plan. The Thielens Student Health Center does not treat children. Children can be treated at off-campus facilities, which involves additional out of pocket expenses.

Students and Scholars Health Insurance Program (SSHIP) Office
Website: http://www.hrs.iastate.edu/sship/homepage.html
Phone: (515) 294-4800
Email: https://sship.hr.iastate.edu/

The ISU SSHIP is provided by Wellmark: https://www.wellmark.com/gomobile/ and https://welcome.wellmark.com/Authentication/Login.aspx/

International Student Plan Costs
Health and Dental insurance fees will be automatically added to your university bill.

Plan costs for student & spouse/domestic partner, student and children, and student & spouse/domestic partner and children are available at https://ssship.hr.iastate.edu/eligibility-cost/international-students.

Dental insurance is available for students only or family plans. See https://ssship.hr.iastate.edu/eligibility-cost/international-students for more information.

Contact Information
Student and Scholars Health Insurance Program
SSHIP Office
University Human Resources
3810 Beardshear Hall
Thielen Student Health Center
Thielen Student Health Center is a full-service medical clinic in Ames, Iowa, that specializes in treating students. The clinic is staffed by physicians, advanced registered nurse practitioners and nurses.

The medical team is available to care for students’ primary health care needs.

The clinic offers a full range of medical services including illness and injury care, women’s health, allergy and travel care, immunizations, mental health care, laboratory and x-ray services, physical therapy and a full-service pharmacy.


After-hour service is available for urgent or emergency problems at McFarland Urgent Care Clinic 515-956-4044 or Mary Greeley Medical Center Emergency Room.

Free, confidential health care advice is available from the First Nurse Service 515-239-6877. However, in an emergency situation call 911.

Student Health Checks
All new IEOP students are required to do a Health Check within the first two weeks of school. These are usually scheduled for the Monday after orientation and before the first day of class. Students will be given a time to do the health check which will take place at the Thielen Student Health Center.

Student IDs
All full time or registered students are required to get an ISU student ID. You can get a student ID on the first floor of Beardshear Hall, Room 0530. You will need your passport to receive an ID.

It is EXTREMELY important that you carry your student ID with you at all times. You never know when you will need it. It is best if you carry it in your wallet, purse, or phone case.

Traveling
If students want to leave the United States,

- They must be sure they have a valid travel signature from ISSO. To receive a new travel signature, a student must take their I-20 or DS-2019 to ISSO at least 1 week before traveling.
- They must take their passport, visa, and I-20 DS-2019 form with them when traveling.

Students can travel within the United States at any time but cannot miss class to do so. They should carry their passport and I-20 with them when traveling outside of Iowa.
**Work Permits**

If a student is new in IEOP, they cannot work on campus until they have finished at least eight weeks of English study. They must have the approval of the IEOP Director. A Requests, Complaints, & Suggestions form (see Appendix C) is located on the Form Station outside LA 102.

Students with an F-1 or J-1 immigration status may work only on the ISU campus. These students must get permission from the IEOP Director to work, and then complete a form I-9 at ISSO before starting work. The Director will not give permission to work if students have poor Attendance, Assignment grades, or Assessments in any class for the previous semester or in the current semester. They must also have the recommendation of their instructors.

**Weather**

School is rarely, if ever, cancelled due to bad weather, such as snow. Students should set up an alert on their phones or check the ISU websites to see if classes are cancelled for that day. Even if it snows, the busses will be running and therefore, all students should attend class.

Iowa also has tornados mainly in the spring and fall. If students hear a siren, then they should immediately go to the lowest level of the building they are in, usually the basement, and wait until someone says it is clear. Tornados are very serious here and the alarms should not be ignored.

Iowa also receives a great deal of rain throughout the year. It is a great idea to always have a small umbrella with you at all times. The weather here can change quickly.

Our winters can include snow, ice, wind, and very cold temperatures. To keep yourself safe, follow these cold weather tips:

- Stay indoors as much as possible.
- If you do go outside, try to make trips as brief as possible.
- One tip is to travel inside classroom buildings to stay warm.
- Don’t drive if you can avoid it.
- Walk carefully. Ice is also slippery on sidewalks and in parking lots. Boots are better than tennis shoes to walk when it is slippery outside.
- Wear warm clothes. It is so cold you could get hypothermia or frostbite if you do not wear warm clothing.

You should always wear:

- A hat on your head.
- Mittens or gloves on your hands.
- A scarf or face mask to cover your mouth.
- A thick, winter coat to cover your chest. A waterproof coat is good when it is raining or snowing.
- Boots for your feet. Waterproof, insulated boots will help keep your feet warm and dry and help maintain your footing in ice and snow.
HELPFUL SERVICES

Student Counseling Service
The Student Counseling Service (SCS) assists students in enhancing their academic success and personal well-being with a staff of professional psychologists and counselors. Services are available to help students sort through their feelings, strengths, and options to develop new perspectives and coping skills. Counseling services are offered at no cost to ISU students.

Call 515-294-5056 for an appointment, or visit http://www.counseling.iastate.edu for more information.

Writing and Media Center
All IEOP students can use the ISU Writing and Media Center (WMC) services. WMC “helps students become stronger, more confident communicators.” For more information, you may check https://www.wmc.dso.iastate.edu. You may also visit them in 208 Carver Hall, call them at 515-294-5411, or email them at writectr@iastate.edu.

The WMC staff are very helpful. IEOP frequently invites them to come and talk to students.

Student Accessibility Services
IEOP students have access to services of ISU Student Accessibility Services office (SAS) https://sas.dso.iastate.edu/. The staff in that office help students with disabilities find access to education and university life. You may visit them, call them, or email them at the following locations and addresses:

<table>
<thead>
<tr>
<th>Student Accessibility Services</th>
<th>Exam Accommodation Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>1076 Student Services Building</td>
<td>1200 Hixson-Lied Student Success Center</td>
</tr>
<tr>
<td>2505 Union Dr</td>
<td>215 Beach Road</td>
</tr>
<tr>
<td>Ames, IA 50011-2030</td>
<td>Ames, IA 50011-1400</td>
</tr>
<tr>
<td><a href="mailto:accessibility@iastate.edu">accessibility@iastate.edu</a></td>
<td><a href="mailto:examaccommodations@iastate.edu">examaccommodations@iastate.edu</a></td>
</tr>
<tr>
<td>515-294-7220</td>
<td>515-294-5197</td>
</tr>
</tbody>
</table>

Office of Equal Opportunity
IEOP students can consult ISU Office of Equal Opportunity about issues related to discrimination “on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, or disability” https://www.eoc.iastate.edu. You can visit them, call, or email them at: Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, 515 294-7612, eooffice@iastate.edu.

Library and Book-Store
IEOP students can use other services, including computer labs and study areas at the ISU Parks Library http://www.lib.iastate.edu and ISU Book-Store http://www.isubookstore.com/Home services IEOP students need for books and supplies. You can check them out and utilize them.

Life in Ames
For information about the Ames community see http://www.cityofames.org.
EDUCATIONAL, SOCIAL, AND
RECREATIONAL ACTIVITIES

IEOP Conversation Club
During fall and spring semesters, students can join the IEOP Conversation Club. It meets on Wednesdays from 3 to 5 p.m. ISU students lead the meetings. The Conversation Club meets in LA 106, 108D, or in the LA hallway to watch and discuss movies, hear guest speakers, play language games, discuss current events, and do other activities. Sometimes the leaders take IEOP students to different places on campus, in Ames, or occasionally to other communities. The Conversation Club is optional; IEOP students are not required to attend.

ISU Social and Recreational Activities
Students can participate in many social and recreational activities at ISU. Some of these activities are free. The university has an Events Calendar where students can find out what is going on campus. See http://www.event.iastate.edu/?featured=1&s=m&sd=01&sm=08&sy=2017 for more information.

Full-time or registered IEOP students pay an ISU activity and service fee. This fee supports activities and services for ISU students. Because students pay this fee, they get special student prices for concerts and athletic events and unlimited free use of CyRide (the Ames bus system; see the Cyride webpage for more information: http://www.cyride.com).

In addition, the fee allows IEOP students to use campus recreational facilities, campus services, the Memorial Union, and to join student clubs and organizations. Find a club now! More information here: https://www.stuorg.iastate.edu.

There are also sports events, theatrical performances, and musical performances on campus. Students can participate in religious groups, intramural sports, and Workspace events (where they can do crafts and create art). See the Workspace website for more information: http://www.sac.iastate.edu/en/arts_entertainment/workspace/.

IEOP students regularly receive lists of typical social and recreational activities from IEOP and ISSO by email, via the IEOP Facebook, and through bulletin boards. You get information from the campus paper, the Daily, which lists all the activities around campus every day as well. Faculty remind students about activities in class. Students have the chance to go to activities such as:

- Free movies
- Art activities
- Trips around Ames
- Trips to Des Moines
- IEOP mixers
- ISSO organized travels
- International Education week
- City of Ames activities
- English language learning club
- IEOP Thanksgiving
• Sports and crafts
• Entertainment at the university theatres
• International Food Fair

On occasion, IEOP or ISSO plans and provides special activities, events, and trips for international students. Such events could include trips to the Iowa State Capital building, Living History Farms, the Iowa State Fair, as well as shopping trips to Des Moines, Minneapolis, and Kansas City.
HELPFUL HINTS

IEOP wants its students to have a great experience. Here are some suggestions for how they can make the most of their experience in IEOP.

Participate
IEOP keeps its classes small so that each student has the chance to participate. IEOP instructors give students many opportunities to speak and write because successful students want to practice their English as much as possible. Students shouldn’t be shy! They should speak English inside and outside of class.

Take Homework and Tests Seriously
It is important that students do their homework assignments. Homework is carefully designed to let them review the material presented in class and give them the practice they need to improve their English. Students should do their homework carefully and turn it in on time so they get class credit for it.

Tests, quizzes, and other assessments are also very important. They tell students what they have learned and what they need to continue to study or review. Students should take all their tests on time. If they miss a test, they should ask their instructor if they can take a make-up test. If they know they are going to be absent, they should tell their instructor in advance and make arrangements for making up the test as soon as possible.

Speak English
IEOP students must practice English to learn it well. They should speak English at every opportunity, even if they feel their English isn’t especially good, because it will improve with practice. IEOP activities and the Conversation Club gives students opportunities to practice speaking English, so they should take advantage of them as well as speak English in class, on campus, and off campus. The Student Affairs Coordinator can give you additional information about any of the following activities:

ISU and Ames Area ESL Opportunities to practice Speaking Below are some additional opportunities to learn English (See Appendix H).

- Iowa State University English Together, daily English conversations
- ISU International Friendship Connection
- ISU Coffee, Tea & English
- Engaging International Spouses (EIS)
- English at Memorial Lutheran Church
- English at Christ Community Church
- Lighthouse International Friendship
- Des Moines Area Community College non-credit ESL classes

Get Help
The purpose of IEOP is to help IEOP students learn English. Everyone who works in the program wants our students to make progress. IEOP students should tell instructors, the administration, or staff, if they are having problems so IEOP can try to help them.
Make suggestions or complaints
If IEOP students have a suggestion or a complaint about IEOP, they should let IEOP know. A suggestion would be a way that IEOP can improve. A complaint could be something you do not understand or are not happy about (e.g., grades, tests, schedule, textbooks, other students, teachers, staff, and/or policies, etc.).

- Students will find a “Requests, Complaints, and Suggestions” form (see Appendix C). The Form can also be found at the Form Station (Wall Hanging File Holder Organizer) in the main office area between LA 101 and 102.
- Students should fill out and turn the Form in to the IEOP Director’s Office, LA 101.
- Students may also bring their suggestion or complaint to the Head of English Department in the College of Liberal Arts and Sciences, if necessary.
- Students are NOT required to put their name on the form, but it is helpful if they do so.
- After a complaint is filed and within five business days, depending on the nature of the complaint, the Student Affairs Coordinator, or the Assistant Director, or the Director will read it. If a student/staff/faculty member needs to be spoken to, they will call them in for a meeting to discuss the complaint to solve the problem. If they can solve the problem themselves, they will do so and let the complaining student/s know. If a solution cannot be reached among them, depending on the nature of the problem, English Department Head, and/or LAS Dean, and/or the Dean of Students will be consulted to help solve the problem. In all cases, the complaining student/s are kept informed of the procedure and the resolutions(s).
- The complaint and solution records are kept in locked filing cabinets in IEOP Director’s Office, LA 101.

Know your rights as a student
FERPA (Family Educational Rights and Privacy Act) is a law that was passed in 1974. According to FERPA, students have four specific rights as a student at Iowa State University:

- To see the information that the institution is keeping on them.
- To seek amendment to those records and in certain cases append a statement to the record.
- To consent to disclosure of their records.
- To file a complaint with the FERPA Office in Washington.

According to FERPA, faculty and staff of Iowa State University have the legal responsibility to protect the confidentiality of students’ educational records. Student information is only available to faculty and staff if it is necessary to complete responsibilities as university employees. We do not give student records to friends, family, or sponsors without your written permission. If you would like to have your records released to someone other than yourself, you must fill out the form “Authorization for Release of Student Information” available on the ISSO website. If a student wants to share personal financial (U-bill) information, you may grant a third party access on Access Plus.

*For more information go to the following website: [http://www.registrar.iastate.edu/policies](http://www.registrar.iastate.edu/policies).*
What happens after students finish IEOP and want to enter ISU as undergraduate students?

When IEOP students receive the TOEFL, IELTS, SAT, ACT, or PTE score they need to be admitted to ISU, there are a number of steps they must take in order to be admitted to the university. Information about this is available on the Admissions Office’s document 2015 International Undergraduate Application Instructions.

**ISU Admission: Recommendation for Undergraduate Students**

If IEOP students are undergraduates and have completed a semester of study in IEOP but do not have the TOEFL, IELTS, SAT, ACT, or PTE score required to attend ISU, they may ask IEOP to consider recommending that they be allowed to begin their academic course work.

If IEOP recommends them, we will notify the ISU Office of Admissions that we have tested their English skills, and they should be able to study at the university. The Office of Admissions will decide whether to allow them to begin their studies or not.

IEOP will consider recommending students for ISU coursework if:

- They take the IEOP TOEFL exam at the end of the semester.
- They need a 530 on the paper-based TOEFL and receive a 517 or more.
- They are in at least one High level IEOP class in at least one skill area.
- They have at least a 80% Attendance score in each class.
- They have at least a “B-” final course grade in each class.
- Most of their IEOP teachers recommend them for admission.

IEOP will recommend students in the Exit Level Program for ISU coursework if their Final Course score is B- or higher in each class. Students in the Exit Level must also have at least 80% Attendance score in each class.
After a student has been offered admission from ISU, and has completed their current term of IEOP, they will receive a new I-20 from ISSO.

**Receiving a Failing Grade for IEOP Classes**
The Office of Admissions reserves the right to make individual admission decisions, and may not allow students to start university classes at ISU if they fail their IEOP classes, even if they receive the necessary English proficiency score.
APPENDICES
A. Learner Outcomes

IEOP offers skill and content-based classes. The IEOP curriculum is aligned with the Common European Framework of Reference (CEFR). The CEFR was designed by the Council of Europe. It provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis. (Common European Framework of Reference for Languages: Learning, teaching, assessment, p. 1)

For more information about the CEFR, please check the Council of Europe Portal website. For information about the relationship between TOEFL iBT and IELTS scores and the CEFR, check the ETS and the IELTS websites.

After taking the placement tests, students are placed in levels Intermediate - High in each skill area (i.e., Grammar, Reading, Writing, and Listening and Speaking). Students who place in CEFR levels A2 and B1 are enrolled in the Intermediate classes. Students who place in CEFR level B2 are enrolled in High Intermediate classes and those who place in CEFR levels C1 and C2 are enrolled in the High level classes. Some of these students are eligible to enroll in the Exit Level classes (see pages 23 and 24 could be different pages after all the revision).

The table below shows a summary of the IEOP levels. The goals, objectives, and learner outcomes for each course are listed on pages 57-73.

<table>
<thead>
<tr>
<th>CEFR</th>
<th>IEOP Levels and Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>1*</td>
</tr>
<tr>
<td>A2</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Intermediate</td>
</tr>
<tr>
<td>B2</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>C1</td>
<td>High Exit Level</td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
</tbody>
</table>

*IEOP offers courses in Grammar, Reading, Writing, and Listening/Speaking for Level 1, students depending on enrollment numbers.
**GRAMMAR**

**Grammar Intermediate (CEFR Levels A2-B1)**

Course Goal:
Maintains mainly accurate syntax in communication with familiar academic topics with errors that do not affect the overall meaning

Course Objectives:
Given the context, produce accurate verb tense (simple present, simple future, present progressive, present perfect, and simple past)

Produce accurate grammar with basic and moderately complex grammatical structures (modals, time clauses)

Learner Outcomes:
1. Show the correct use of the simple present and the present progressive tense (including negative and question forms) with subject/verb agreement and with correct word order with a minimum of 75% proficiency.
2. Form future tense clauses when given time clauses (before, after, when) with correct verb tenses and word order given a context with a minimum of 75% proficiency.
3. Show the correct use present perfect (progressive) tense and simple past tense (including negative and question forms) in context using subject/verb agreement and word order with a minimum of 75% proficiency.
4. Produce present and past modals (ability, possibility, permission, advice, obligation, and prohibition) following correct word order and conveying the correct meaning given a context with a minimum of 75% proficiency.

**Grammar High Intermediate (CEFR Level B2)**

Course Goal:
Employs a high degree of grammatical control in academic contexts with mistakes that are not systematic and rare in occurrence.

Course Objectives:
Produce accurate grammar in academic contexts with moderately complex grammatical structures such as adjective clauses, present conditionals, and gerunds and infinitives
Understand the academic context and be able to use active vs passive voice in the writing context.

Learner Outcomes:
1. Identify and show the correct use of active and passive voice (statements, negatives and questions) in writing given a contextual purpose with a minimum of 75% proficiency.
2. Identify and correctly form the present real and unreal conditionals given a context with a minimum of 75% proficiency.
3. Produce adjective clauses where appropriate using relative pronouns in the subject and object positions and to show possession following correct word order, subject verb agreement, and verb tense with a minimum of 75% proficiency.
4. Show the correct use of gerunds and infinitives given a context with a minimum of 75% proficiency.

**Grammar High (CEFR Level C1-C2)**

**Course Goal:**
Displays a high degree of grammatical control in academic contexts with rare and difficult to find errors.

**Course Objectives:**
- Produce accurate grammar in academic contexts with complex grammatical structures such as adverb clauses, reported speech, and quantifiers.
- Revise and edit moderately complex grammatical mistake in academic writing.

**Learner Outcomes:**
1. Understand the correct use of quantifiers by using them in writing with a minimum of 75% proficiency.
2. Write adverb clauses appropriately within a given context to show time, cause, concession and opposition using correct word order and punctuation with a minimum of 75% proficiency.
3. Correct grammatical errors in academic texts (adjective clauses, gerunds vs. infinitives, and passive voice) with a minimum of 75% proficiency.
4. Produce indirect speech that reports questions and statements correctly in context by changing subjects and verb tenses where necessary with correct word order and verb tense with a minimum of 75% proficiency.

**WRITING**

**Writing Intermediate (CEFR Levels A2-B1)**

**Course Goal:**
Write short, simple essays on topics of interest in more than one writing mode and employ formal language in academic contexts using correct organization, mechanics, word choice, and editing skills.

**Course Objectives:**
- Write simple essays in the descriptive, classification, and process modes with correct mechanics, organization, word order, and intermediate editing skills.
- Determine and apply correct formal writing context through writing a formal email in order to make a request, and/or to express gratitude or regret, using formal language conventions.

**Learner Outcomes:**
1. Write 3-paragraph essays in formal, academic language about familiar subjects, or about topics where information is presented (graphs, charts), within the descriptive, classification, or process modes with a minimum of 75% proficiency.
2. In their essay (see LO1), students include clear content, organization, and language, using:
   - correct simple verb tenses
   - subject/verb agreement
   - word order
   - capitalization/punctuation
   with a minimum of 75% proficiency.
3. Demonstrate formality, clarity, and grammatical/mechanical accuracy and expression in writing by applying intermediate editing and revising skills such as:
   - word choice
   - organization
   - mechanics
   - writing level 2-3 grammar features
   with a minimum of 75% proficiency.
4. Produce formal e-mail correspondence to make requests for information and assistance, and/or to express gratitude or regret with a minimum of 75% proficiency.

Writing High Intermediate (CEFR Level B2)
Course Goal:
Write academic essays which develop an argument with reasons in support of or against a particular point of view and write basic academic summaries with a variety of sentence structures using correct mechanics, cohesive devices, and advanced editing skills.

Course Objectives:
Write academic essays using compare and contrast or cause/effect writing modes using correct mechanics, organization, cohesive devices, and intermediate editing skills.
Summarize the main ideas of a 3-5 paragraph academic text.

Learner Outcomes:
1. Write 5-paragraph essays with a variety of simple, compound and/or complex sentences in formal, academic language about familiar topics, or about topics where information is presented (graphs, charts, visuals), within the from within the expository modes: (compare/contrast and cause/effect) including:
   - clear content
   - organization
   - language (correct subject/verb agreement, word order, and capitalization/punctuation)
   with a minimum of 75% proficiency.
2. Summarize the main points of 3-5-paragraph models
   - without borrowing from the original (except for key words/phrases)
   - by maintaining the original meaning (main ideas and supporting details)
   - by keeping appropriate length of 25-50% of the original with a minimum of 75% proficiency.
3. Demonstrate formality, organization, and grammatical/mechanical accuracy by applying advanced revising and editing skills:
   - word choice
   - organization
   - mechanics
   - writing levels 1-4 grammar features
to writing assignments and given texts with a minimum of 75% proficiency.

4. Incorporate cohesive devices such as:
   - repetition of key words and/or phrases,
   - pronouns
   - demonstrative adjectives
   - descriptive adjectives
   - transition words
   - compound/complex sentences
   into written texts at or above 75% proficiency.

**Writing High (CEFR Level C1-C2)**

Course Goal:
Write academic reflective essays, summaries, paraphrases, and research papers which underline the relevant issues, develop a systematic argument, synthesize information, and evaluate ideas and solutions with a variety of sentences using correct mechanics, cohesive devices, and advanced editing skills.

Course Objectives:
- Write academic reflections and research papers using cause/effect, analysis, evaluative, and argumentative writing modes using correct mechanics, organization, cohesive devices, and intermediate editing skills.
- Write a summary of 5-8 paragraph academic reading text and incorporate sources using correct citation rules for academic writing.
- Write a paraphrase of a 1-2 paragraph text and incorporate source using correct citation rules for academic writing.

Learner Outcomes:
1. Write 3-8 paragraph reflective essays in formal, academic language about various learning experiences (i.e. the research paper writing experience) and identifies and explains lessons learned and looks ahead to future use of those lessons with a minimum of 75% proficiency.
2. Summarize the main points of 5-8 paragraph academic papers, essays, or academic reading passages, journal articles, or other research sources
   - without borrowing from the original (except for key words/phrases)
   - by referring to the source (title and author)
   - by maintaining the original meaning (main ideas and supporting details)
     - by keeping appropriate length of 25-50% of the original with a minimum of 75% proficiency.
3. Paraphrase 1 to 2 paragraphs in academic papers, essays, academic reading passages, journal articles, or other research sources
   - without borrowing from the original (except for key words/phrases)
   - by referring to the source (title and author)
   - by following correct citation rules
   - by maintaining the original meaning (main ideas and supporting details)
     - by keeping the same approximate length of the original with a minimum of 75% proficiency.

4. Write a research paper (5-8 pages) by formulating a research topic, creating research questions, using appropriate research methods and academic sources from the university (paper and electronic sources), and by reporting the implications of the research with a minimum of 75% proficiency.

READING
Reading Intermediate (CEFR Levels A2-B1)
Course Goal:
Read information and main ideas from short adapted textbook passages or other non-academic texts related to familiar topics.

Course Objectives:
   Identify and predict main ideas, subtopics, supporting details, pronoun references, and facts through readings, headings, captions and visuals.
   Understand and correctly apply an in-class word log of 100 words to a variety of contexts (a mix of frequency words and academic words).
Learner Outcomes:
1. Identify main ideas and supporting details in paragraphs of a low intermediate reading factual text with a minimum of 75% proficiency.
2. Show understanding of subject, object, possessive, and demonstrative pronoun references by correctly stating what the pronoun is referring to in an intermediate level reading text with a minimum of 75% proficiency.
3. Use text and features such as titles, captions, and visuals to predict main points or main events in a sequence in an intermediate text with a minimum 75% proficiency.
4. Correctly identify and produce 75% of words from the in-class word-log, including words in the same family and collocations.

Reading High Intermediate (CEFR Level B2)
Course Goal:
Read and use information, ideas, and opinions from specialized and academic reading texts.

Course Objectives:
   Identify supporting details, examples, and the implied meaning in academic reading texts, and be able to distinguish fact from opinion.
   Understand and correctly apply an in-class word log of 100 words to a variety of contexts (mostly academic words).
Learner Outcomes:
1. Identify supporting details and examples in a high intermediate level text with a minimum of 75% proficiency.
2. Distinguish between fact and opinion in a high intermediate level text with a minimum of 75% proficiency.
3. Recognize implied meaning in a high intermediate level text with a minimum of 75% proficiency.
4. Correctly identify and produce 75% of words from the in-class word-log, including words in the same family and collocations.

Reading High (CEFR Level C1-C2)
Courses Goal:
Read, critically analyze and reflect on information, ideas, and opinions from most textbooks and academic journal articles.

Course Objectives:
- Identify and state supporting details, examples, and the implied meaning in academic reading texts.
- Use critical thinking skills to analyze and reflect on reading texts.
- Understand and correctly apply an in-class word log of 100 words to a variety of contexts (academic words).

Learner Outcomes:
1. Identify supporting details and examples in a high level text with a minimum of 75% proficiency.
2. Use critical thinking skills to analyze and reflect on views, ideas, and rhetorical elements in a high level text with a minimum of 75% proficiency.
3. Recognize and state implied meaning in a high level text with a minimum of 75% proficiency.
4. Correctly identify and produce 75% of words from the in-class word-log, including words in the same family and collocations.
LISTENING/SPEAKING
LS Intermediate (CEFR Levels A2-B1)
Course Goal:
Understand complex lines of argument and some unfamiliar vocabulary in extended listening texts about familiar and some un-familiar non-academic topics and produce elaborated and even tempo speech in presentations and longer conversations on familiar topics.

Course Objectives:
Identify the main ideas and details about non-academic topics taking accurate notes in listening texts of 2-6 minutes.

Participate in a small group discussion and give an organized 1-3 minute presentation on familiar topics.

Learner Outcomes:
1. Identify main ideas and details in 2-6 minute long level-appropriate non-academic listening texts with a minimum of 75% proficiency.
2. Take accurate notes using the structure provided on listening texts specified in Outcome 1 with a minimum of 75% proficiency.
3. Demonstrate the ability to exchange points of view on non-academic topics in small group discussions by participating in the conversation, expressing opinions, agreeing/disagreeing, and asking questions with a minimum of 75% proficiency.
4. Prepare and deliver a well-organized, individual oral presentation of 1-3 minutes on a familiar topic (including non-verbal communication) using notes and focusing on language, delivery, content, and effectiveness with a minimum of 75% proficiency.

LS High Intermediate (CEFR Level B2)
Course Goal:
Understand standard spoken language at live events and broadcasts on familiar and non-familiar topics and at lectures that are clearly structured on familiar academic topics and produce elaborated and more fluent speech in presentations and longer conversations on more complex familiar and some unfamiliar topics.

Course Objectives:
Identify the main ideas, supporting points, and details about academic topics by taking accurate notes in listening texts of 5-10 minutes.

Participate in a small group discussion and give an organized 5 minute presentation on general topics.

Learner Outcomes:
1. Identify main ideas, major supporting points, and details using the notes taken on 5-10 minute long excerpts of level-appropriate academic listening text with a minimum of 75% proficiency.
2. Take accurate notes using the structure provided on listening texts specified in Outcome 1 with a minimum of 75% proficiency.
3. Demonstrate the ability to exchange points of view on academic topics in small group discussions by participating in the conversation, expressing opinions, agreeing/disagreeing, and asking questions with a minimum of 75% proficiency.
4. Prepare and deliver a well-organized, individual oral presentation of 3-5 minutes on a general topic demonstrating fluency in English (including non-verbal communication) using notes and focusing on language, delivery, content, PowerPoint and effectiveness with a minimum of 75% proficiency.

LS High (CEFR Level C1-C2)
Course Goal:
Understand extended lectures that are on fields of interest on abstract and complex academic topics that may or may not be clearly structured and where some relationships may be implied and produce spontaneous and fluent speech in presentations and extended discussions on unfamiliar topics.

Course Objectives:
Identify the main ideas, supporting points, and details about academic topics by taking accurate notes in listening texts of 10-20 minutes.

Participate in a small group discussion and give an organized and researched 10-minute presentation on academic and unfamiliar topics.

Learner Outcomes:
1. Identify main ideas, major supporting points and details using the notes taken on a 10-20 minutes long level-appropriate academic lectures and news broadcasts with a minimum of 75% proficiency.
2. Take accurate notes on listening texts specified in Outcome 1 with a minimum of 75% proficiency.
3. Demonstrate the ability to argue and defend points of view on academic topics in small group discussions by participating in the conversation, expressing opinions, agreeing/disagreeing, and asking questions with a minimum of 75% proficiency.
4. Research and deliver a well-organized, individual oral presentation of 5-10 minutes on an academic topic (with appropriate visuals and using notes) demonstrating fluency in English by focusing on language, delivery, content, PowerPoint and effectiveness with a minimum of 75% proficiency.
EXIT LEVEL PROGRAM
Academic Skills (CEFR Level B2-C2)
Course Goal:
Understand and use discipline specific vocabulary and academic language in preparation for university-level academic classes.

Course Objectives:

Write academic papers (e.g., summaries, essays and research papers) with appropriate academic vocabulary, sentence structure and organization.

Analyze and synthesize content from lectures, reading assignments, and other resources for oral presentations, discussions, and written assignments.

Take notes from academic lectures, videos, and discipline-specific textual materials for academic written and oral assignments.

Learner Outcomes:

1. Demonstrate ability to take notes of discipline specific (e.g., Political Science and Environmental Science) academic lectures in order to take tests with a minimum of 80% proficiency.
2. Use sentence structure and discourse organization conventions used in academic writing with a minimum of 80% proficiency.
3. Use sentence structure and discourse organization conventions used in academic speaking with a minimum of 80% proficiency.
4. Analyze and synthesize content from multiple academic sources (textbook and lecture notes) as support for well-organized written tasks such as summaries, online discussions, research papers, and essays with a minimum of 80% proficiency.
5. Analyze and synthesize content from multiple academic sources (textbook and lecture notes) for academic speaking tasks such as small group discussions and oral presentations with a minimum of 80% proficiency.
6. Demonstrate an understanding of discipline specific reading materials (e.g., Political Science and Environmental Science) by answering comprehension and critical thinking questions in writing with a minimum of 80% proficiency.
7. Demonstrate an understanding of discipline specific reading materials (e.g., Political Science and Environmental Science) by answering comprehension and critical thinking questions in classroom discussion with a minimum of 80% proficiency.
8. Demonstrate an understanding of discipline specific vocabulary (e.g., Political Science and Environmental Science) with a minimum of 80% proficiency.

Technology for Academic Success (CEFR Level B2-C2)
Course Goal:
Prepare for the technological demands of university studies

Course Objectives:

Use technology to complete academic assignments and interact with others.

Prepare and give academic presentations using technology.

Learner Outcomes:
1. Demonstrate grammatical/mechanical accuracy by applying advanced revising and editing skills to college level writing assignments using software such as Microsoft Word and Automated Writing Evaluation (e.g., Criterion) with a minimum of 80% proficiency.

2. Research and effectively deliver well-organized and well-designed 5-15 minute individual oral presentations with academic PowerPoint/Prezi on an academic topic using discipline specific vocabulary (e.g., Political Science and Environmental Science) with a minimum of 80% proficiency.

3. Effectively participate in and lead online discussions with a minimum of 80% proficiency.

4. Write formal emails to make requests for information and/or ask clarification questions using appropriate language following conventions of email correspondence with a minimum of 80% proficiency.

5. Demonstrate ability to use different technologies (e.g., Learning Management Systems, apps and software) to complete university assignments.

**Orientation to American Higher Education (CEFR Level B2-C2)**

Course Goal:

Prepare students to become autonomous learners to succeed in academic classes

Course Objectives:

Demonstrate understanding of academic conventions and expectations.

Demonstrate critical thinking skills and a cultural understanding.

Learner Outcomes:

1. Write 1-8 paragraph reflective essays in formal, academic language learning experiences with a minimum of 80% proficiency.

2. Demonstrate ability to find information and understand academic conventions, including classroom etiquette and expectations with a minimum of 80% proficiency.

3. Develop strategies for success in American academic classes with a minimum of 80% proficiency.

4. Demonstrate ability to integrate information from different sources and appropriately cite them (in-text citations and reference lists) in oral presentations and written assignments using the APA citation style in order to avoid plagiarism with a minimum of 80% proficiency.

5. Use the conventions of oral and written formal language for interaction with faculty members, university office staff, and classmates with a minimum of 80% proficiency.
BUSINESS COURSES

Business Reading and Writing (CEFR Level B2-C2)

Course Goal:
Understand and use business-oriented specific vocabulary and idiomatic expressions and business-oriented communication skills in preparation for university-level academic classes, particularly those with a focus on business.

Course Objectives:

Analyse and synthesise content from business-oriented lectures, reading assignments, and other resources for oral presentations, discussions, and written assignments.

Write academic papers suitable for use in business settings (memorandums, business letters, e-mails, and reports) with appropriate business-oriented vocabulary, sentence structure, and organization.

Communicate in class in both written and spoken forms on business-related topics while using appropriate business terminology.

Learner Outcomes:

1. Demonstrate an understanding of business-oriented reading materials by answering comprehension and critical-thinking questions in writing with a minimum of 75% proficiency.
2. Demonstrate grammatical/mechanical accuracy by applying advanced revising and editing skills to college level business writing assignments with a minimum of 75% proficiency.
3. Analyze and synthesize content from business-related resources to write a three to five-page formal business report that is well organized, provide clear work communication for a variety of purposes, and meet audience needs with a minimum of 75% proficiency.
4. Write formal business letters that are well organized, provide clear work communication for a variety of purposes, and meet audience needs with a minimum of 75% proficiency.
5. Write formal business-oriented e-mails that adhere to the standard conventions of English grammar and punctuation, provide clear work communication for a variety of purposes, and meet audience needs with a minimum of 75% proficiency.
6. Demonstrate an understanding of the 100 most commonly-used vocabulary in a business context with a minimum of 75% proficiency.
7. Demonstrate an understanding of the 100 most commonly-used idiomatic expressions in a business context with a minimum of 75% proficiency.
8. Summarize business articles and readings in a written form that is approximately 25% of the original passage length, includes only the main ideas to convey meaning, and is not plagiarized, with a minimum of 75% proficiency.
Business Listening and Speaking (CEFR Level B2-C2)

Course Goal:
Understand and use business vocabulary and academic language to communicate in academic business courses and in the business world.

Course Objectives:
- Identify the main ideas, supporting points, and details about business academic lectures by taking accurate notes.
- Prepare and give academic speeches on business related topics using technology.
- Use technology to enhance learning and communicate with peers in academic business courses.

Learner Outcomes:
1. Demonstrate ability to take notes of business academic lectures in order to take tests with a minimum of 75% proficiency.
2. Research and effectively deliver a well-organized and well-designed 5-15 minute individual oral presentation with PowerPoint/Prezi on a business topic using appropriate business vocabulary with a minimum of 75% proficiency.
3. Effectively participate in in-class and online discussions on a variety of topics with a minimum of 75% proficiency.
4. Identify main ideas, major supporting points and details using the notes taken on a 10-15 minutes long business academic lectures and news broadcasts with a minimum of 75% proficiency.
5. Demonstrate ability to use different technologies (Blackboard, forums, online glossaries, google docs, etc.) to successfully complete a university business course’s group projects and assignments with a minimum of 75% proficiency.

American Culture: Listening and Speaking

Course Goal:
Students will learn American culture to develop educational and socio-cultural competence as well as demonstrate understanding of standard spoken language in listening texts and lectures, participate in discussions, and produce speeches.

Course Objectives:
- Demonstrate knowledge about how to access health care services on the Iowa State University campus and in the city of Ames, ISU Police procedures and services in order to stay safe and in compliance with US and State laws, as well as the geography, history, artistic culture and traditions of Iowa and the upper Midwest.
- Build awareness of cultural differences, classroom practices, and strategies to help alleviate the stress (culture shock) associated with adjusting to a new culture.
- Identify the main ideas and details in level appropriate listening texts.
- Participate in a small group discussion and give organized presentations on familiar topics.
Learner Outcomes:

1. Demonstrate awareness of behavior patterns, cultural differences, and classroom practices that may be different from the students’ home cultures with a minimum of 75% proficiency.
2. Demonstrate ability to find information and understand academic conventions, including classroom etiquette and expectations with a minimum of 75% proficiency.
3. Identify main ideas and details in non-academic and academic listening texts with a minimum of 75% proficiency.
4. Prepare and deliver a well-organized oral presentation on non-academic and academic topics with a minimum of 75% proficiency.
## B. IEOP Grading Scale and Interpretation

All IEOP courses (except Exit Level courses)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td><strong>PASSING – EXCELLENT WORK</strong>&lt;br&gt;The student meets the course requirements. The student’s performance and mastery of the course’s learner outcomes is exceptional. The student is promoted to the next level.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99%</td>
<td><strong>PASSING – VERY GOOD WORK</strong>&lt;br&gt;The student meets the course requirements. The student’s performance in the course is very good. The student mastered the learner outcomes for the course at a higher than average proficiency level. The student is promoted to the next level.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99%</td>
<td><strong>PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student meets the minimum course requirements. The student’s performance is satisfactory. The student mastered most of the learner outcomes for the course, but may need more practice. The student is promoted to the next level.</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99%</td>
<td><strong>PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student meets the minimum course requirements. The student’s performance is satisfactory. The student mastered most of the learner outcomes for the course, but may need more practice. The student is promoted to the next level.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99%</td>
<td><strong>PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student meets the minimum course requirements. The student’s performance is satisfactory. The student mastered most of the learner outcomes for the course, but may need more practice. The student is promoted to the next level.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99%</td>
<td><strong>PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student meets the minimum course requirements. The student’s performance is satisfactory. The student mastered most of the learner outcomes for the course, but may need more practice. The student is promoted to the next level.</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99%</td>
<td><strong>PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student meets the minimum course requirements. The student’s performance is satisfactory. The student mastered most of the learner outcomes for the course, but may need more practice. The student is promoted to the next level.</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.99%</td>
<td><strong>FAILING – UNSATISFACTORY WORK</strong>&lt;br&gt;The student’s performance is poor. The student does not meet the requirements of the course (e.g., submitting assignments and taking tests) and/or does not show mastery of the course’s learner outcomes. The student has to repeat the same level.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99%</td>
<td><strong>FAILING – UNSATISFACTORY WORK</strong>&lt;br&gt;The student’s performance is poor. The student does not meet the requirements of the course (e.g., submitting assignments and taking tests) and/or does not show mastery of the course’s learner outcomes. The student has to repeat the same level.</td>
</tr>
<tr>
<td>D</td>
<td>64-66.99%</td>
<td><strong>FAILING – UNSATISFACTORY WORK</strong>&lt;br&gt;The student’s performance is poor. The student does not meet the requirements of the course (e.g., submitting assignments and taking tests) and/or does not show mastery of the course’s learner outcomes. The student has to repeat the same level.</td>
</tr>
<tr>
<td>D-</td>
<td>60-63.99%</td>
<td><strong>FAILING – UNSATISFACTORY WORK</strong>&lt;br&gt;The student’s performance is poor. The student does not meet the requirements of the course (e.g., submitting assignments and taking tests) and/or does not show mastery of the course’s learner outcomes. The student has to repeat the same level.</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
<td><strong>FAILING – UNSATISFACTORY WORK</strong>&lt;br&gt;The student’s performance is poor. The student does not meet the requirements of the course (e.g., submitting assignments and taking tests) and/or does not show mastery of the course’s learner outcomes. The student has to repeat the same level.</td>
</tr>
</tbody>
</table>

### Exit Level courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td><strong>PASSING – EXCELLENT WORK</strong>&lt;br&gt;The student meets the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance and mastery of the course’s learner outcomes is exceptional. The student receives a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99%</td>
<td><strong>PASSING – EXCELLENT WORK</strong>&lt;br&gt;The student meets the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance and mastery of the course’s learner outcomes is exceptional. The student receives a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99%</td>
<td><strong>PASSING – VERY GOOD WORK</strong>&lt;br&gt;The student meets the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance in the course is very good. The student mastered the learner outcomes for the course at a higher than average proficiency level. The student receives a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99%</td>
<td><strong>PASSING – VERY GOOD WORK</strong>&lt;br&gt;The student meets the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance in the course is very good. The student mastered the learner outcomes for the course at a higher than average proficiency level. The student receives a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99%</td>
<td><strong>PASSING – VERY GOOD WORK</strong>&lt;br&gt;The student meets the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance in the course is very good. The student mastered the learner outcomes for the course at a higher than average proficiency level. The student receives a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99%</td>
<td><strong>NOT PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student does not meet the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance is satisfactory. The student mastered some of the learner outcomes for the course, but needs more practice. The student does not receive a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99%</td>
<td><strong>NOT PASSING – SATISFACTORY WORK</strong>&lt;br&gt;The student does not meet the requirements for a recommendation for enrollment in Iowa State University courses. The student’s performance is satisfactory. The student mastered some of the learner outcomes for the course, but needs more practice. The student does not receive a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.99%</td>
<td><strong>FAILING – UNSATISFACTORY WORK</strong> The student’s performance is poor. The student does not meet the requirements of the courses (e.g., submitting assignments and taking tests) and/or does not show mastery of the courses’ learner outcomes. The student does not receive a recommendation for enrollment in Iowa State University courses.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>64-66.99%</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-63.99%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
<td></td>
</tr>
</tbody>
</table>
C. Requests, Complaints & Suggestions Form

Name: ___________________________   Date: ___________________________ (MM/DD/YY)

ISU Email Address: ___________________________

REQUEST
Please complete the information below.

☐ Enrollment letter: Semester ___________________________
☐ Work Permit
☐ Copy of final grades: Semester ___________________________
☐ Certificate: Semester ___________________________
☐ Exclusion of photograph/voice/video
☐ Other: ___________________________________________

Does this information need to be prepared for a specific place or person? If so, give the name, address, email address, fax number, etc.

_________________________________________________________________________

Date needed: ___/___/___   ☐ Pick up   ☐ US Mail   ☐ Email

IMPORTANT: Allow 48 hours for your request to be filled

COMPLAINTS/SUGGESTIONS
Please explain your situation below in as many details as possible. If you are in a low level class, you can describe the situation in your first language. Give the completed form to the Student Services Officer in LA 103 OR email it to ieopisu@iastate.edu.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Student signature: _____________________________________________

For Office Use Only. Received by ___________________________   Date: ___/___/___

☐ Grades
☐ Teacher
☐ Class schedule and materials
☐ Probation/Dismissal/Withdrawal

☐ Internship
☐ Admission to ISU
☐ Housing
☐ Health-related/Financial questions

If the student requested a meeting (or a meeting is required):
Meeting with ___________________________   Date: ___/___/___

Decision

_________________________________________________________________________

_________________________________________________________________________

Date Completed: ___/___/___

Form adapted from University of Northern Iowa’s Student and Requests form.
D. Student Performance Contract

IEOP STUDENT PERFORMANCE CONTRACT

Student Name: ______________________________________________________________

Family  First  Nickname

I have met with the Student Affairs Coordinator and understand that:

1. the IEOP Attendance policy (80% attendance/participation). The policy has been explained to me and my questions about the policy have been answered.

2. if my In-Class Participation and Attendance do not improve, I may be dismissed from IEOP, and will then be in violation of my F-1 visa status.

I will improve my In-Class Participation and my Attendance in all IEOP classes. I will complete my homework and participate actively in all classes. I will act respectfully toward my teachers and classmates at all times.

__________________________________________

Student Signature

__________________________________________

Date

I have met with the above student. I have explained the Attendance policy and I have explained the possible consequences if the above student’s performance does not improve.

__________________________________________

Student Affairs Coordinator

__________________________________________

Date
**E. IEOP ISSO In-Class Participation Advising Request Form**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>SMITH, James (Jim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>First</td>
<td></td>
</tr>
<tr>
<td>Nickname</td>
<td></td>
</tr>
<tr>
<td>Student ID Number</td>
<td>1234567890</td>
</tr>
<tr>
<td>Student Email Address</td>
<td><a href="mailto:cutie@iastate.edu">cutie@iastate.edu</a></td>
</tr>
</tbody>
</table>

**ACTION BEING REQUESTED OF ISSO BY IEOP**
To advise student about likely dismissal from IEOP for continued poor In-Class Participation

**Date IEOP Student MOU/Contract Signed**
January 25, 2011

**In-Class Participation / Class Performance Points When Signed Contract**

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1, 2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar 67%</td>
</tr>
<tr>
<td></td>
<td>Reading 70%</td>
</tr>
<tr>
<td></td>
<td>Writing 75%</td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking 60%</td>
</tr>
</tbody>
</table>

**In-Class Participation / Class Performance Points at Midterm**

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class Participation</th>
<th>Class Performance Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28, 2011</td>
<td></td>
<td>(20 Points Possible; minimum of 12 to pass course)</td>
</tr>
<tr>
<td></td>
<td>Grammar 69%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Reading 72%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Writing 74%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking 65%</td>
<td>6</td>
</tr>
</tbody>
</table>

**Date of Current In-Class Participation and Class Performance Points**

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 21, 2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar 65%</td>
</tr>
<tr>
<td></td>
<td>Reading 69%</td>
</tr>
<tr>
<td></td>
<td>Writing 70%</td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking 60%</td>
</tr>
</tbody>
</table>

**Attached:**

- copy of signed IEOP Student MOU/Contract
- copies of student’s midterm reports
IOWA STATE UNIVERSITY
Intensive English and Orientation Program

Registration Ineligibility Notice

Date
Student Name
Street Address
Ames, Iowa  50012
Phone Number
emailaddress@iastate.edu

Dear _____,

This is official notification that you will not be allowed to register for the (Season, Year) session in Iowa State University’s Intensive English and Orientation Program (IEOP) because of your continued poor In-Class Participation and/or class performance.

The International Students and Scholars Office (ISSO) will be notified that you will not be allowed to register for IEOP classes next semester. We recommend that you talk with an ISSO advisor to make arrangements to return home or transfer to another English language program.

ISU’s Office of Admissions will also be notified that you are no longer in good standing in the IEOP program. If you have already received the English language proficiency score required to begin your academic coursework next semester, your case will be reviewed by that office to determine if you are still eligible to do so.

Sincerely,

Gulbahar Beckett, Ph.D.
Director

Jayme Wilken
Student Affairs Coordinator
Interest in Special Courses Form

Please indicate whether you are interested one or more of the classes below.

_____ Exit Level Course  
Note: This is full time IEOP. You cannot take any of the other classes listed here if you are in the Exit Level Class.

_____ Business English Course

_____ Test Preparation Course

_____ I am not interested in these classes.

STUDENT INFORMATION

Name ___________________________ Family name ___________________________ Given name ___________________________ Other ___________________________

Country ___________________________ Major ___________________________

Email address ___________________________ ISU ID number ___________________________

Test scores:

TOEFL ___________________________ (iBT writing ____; iBT speaking ____)

IELTS ___________________________ (Part scores R ____; W ____; L ____; S ____)

IEOP placement: G ____; R ____; W ____; LS _____

Returning Student scores: G _________; R _________; W _________; LS _________

Teacher recs

THIS SECTION FOR IEOP OFFICE USE ONLY
H. ISU and Ames Area ESL Opportunities

There are several community organizations that offer English for conversation or English classes. The type and level of classes offered depends upon student interest. These are typically free or require the purchase of books and class materials.

Des Moines Area Community College

ESL Classes
Outside Des Moines
For information contact: Christine Baker: 515-290-4775, clbaker12@dmacc.edu

Non-Credit ESL
Non-credit ESL courses consist of multi-level English instruction for anyone 18 years or older. The courses move learners from a beginner level to a solid intermediate level of proficiency. The classes cover the four skills of listening, speaking, reading, and writing as well as improving pronunciation and building vocabulary. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and roles of the participants. The CASAS (Comprehensive Adult Student Assessment System) is used to appraise the students’ English reading and listening skills and to place them in the appropriate learning level.

Iowa State University

English Together: Daily English Conversations

English Together is an English conversation group that brings together students, faculty, and staff from across ISU to form connections and build community while offering an opportunity for international students and scholars to improve their English.

English Together is a great way to welcome and form connections with international students and scholars. Through this connection you will learn about various cultures and perspectives and help others to improve their English. It’s a fun and rewarding experience!

For up to date and detailed information, please check their website: https://www.isso.iastate.edu/programs-and-events/english-together

Coffee, Tea & English

Conversation for international students on Fridays 4:30 - 6:00 pm, Gerdin Business Building, Bergstrom Commons.

Bring a friend, and enjoy relaxed conversation and fun with coffee and tea.

Co-sponsored by: Bridges International (a Christian ministry for international students) & the International Students and Scholars Office

Contact G.P. Foote for more information. Phone: 515 292-7549, gpfoote@gmail.com
Engaging International Spouses (EIS)

Engaging International Spouses (EIS) was created for international spouses by international spouses. Our goal is to help international spouses integrate into the Ames and Iowa State University communities by creating a support network for international families. Through a supportive network, international spouses make social connections, find and link to community resources, and share experiences.

EIS Participants
Spouses: Why Participate?
- Learn conversational English
- Learn about living in the United States
- Get to know ISU & Ames
- Understand the process of cultural adjustment
- Make friends and socialize with other spouses
- Learn from each other’s experiences
- Develop leadership skills
- Have fun!

For more information please contact Qinyan, at tsai@iastate.edu or 515-203-5420.

English at Memorial Lutheran Church
Contact Judy Newhouse, ISM coordinator, email: ism.mlchurch@gmail.com
Office: (515) 292-5005
For more up to date and detailed information, check their website: http://memoriallutheranchurch.org/ism

English at Christ Community Church
Most participants are international students, spouses of students, visiting scholars and professors, or residents wanting to improve their English skills. We ask that for this program, you would come with the knowledge of the ABC’s and an ability to read.

Contact: If you have questions call Nancy at 292-7549 or e-mail nancygfoote@gmail.com
Sponsored by Bridges, COM
ISU International Friendship Connection (IFC)

Welcome to the Conversational English Partner Program!

The Conversational English Partner (CEP) program helps international students improve their English skills, understand local culture, and build deep friendships with Americans. During the fall and spring semesters, we pair up international students with Americans who have committed to weekly one-on-one meetings. Conversation partners decide to meet together each week at a time that is convenient for both people.
Conversation partners also have many opportunities to join in IFC events such as a farm party, Halloween party, Christmas, and prom where they can experience the joys of many different cultures and have a wonderful time with a wide variety of American and international students and scholars.

For more up to date and detailed information, check their website: http://ifcinfo.com/conversational-english

Lighthouse International Fellowship

English Conversation Partners and Groups

PLACE: Group meetings are held at the Lighthouse, the university ministry center, 112 S. Sheldon Ave., Ames, south of Taco Bell off Lincoln Way. Individual Conversation Partners usually arrange to meet with you at a mutually convenient place, often at the Lighthouse.

COSTS: No charge for the group meeting. Sometime the leader of the group will ask you to purchase books and materials.

CHILD CARE:

There is no child care; please do not bring children.

CrossRoad Baptist Church, 57011 US Highway 30, Ames, IA 50010, 515-232-6022

Visit Our Website at http://www.cbcames.org/life

International Student Ministry

If you are an international and looking for a church family:

Stonebrook’s international student and scholar ministry family meets on Saturday nights 5:30–8:30pm at Stonebrook for a meal together, as well as Bible discussion and friendship building. Special events also are organized throughout the year.

If the Stonebrook Church family can be of help to you, please feel free to contact us. We would be available to help you with things like finding furniture, getting a driver’s license and/or buying a car, dealing with health issues, improving your conversational English, moving things, or whatever your needs might be. We are here to serve.

Contact: Guang & Mindy Song, Craig McClanahan

For more up to date and detailed information, check their website: https://www.stonebrook.org/fellowships/international-student-ministry/