



MINNESOTA STATE UNIVERSITY MANKATO

Intensive English Program: Student Handbook 2018-19



Center for English Language Programs

<https://www.mnsu.edu/celp/>

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Welcome Message

It is truly a pleasure to welcome you to the Mankato community, to our university, and to the Intensive English Program (IEP). We are thankful that you have chosen us to pursue your university education. Our most important goals here at the IEP are to help you improve your English language skills, to help you develop the academic skills necessary for success as a university student in the United States, and to facilitate your adjustment to America and to American educational culture. This is our promise and we will do our very best to help you achieve these goals.

We have an excellent team of instructors and staff who have expertise and experience in teaching English as second language and who also have experience with learning a second language and with living abroad. They understand the excitement but also the many challenges that are part of learning and mastering a new language and with living in a new country and culture. It is therefore our goal to ensure that your educational experience is conducted within an enjoyable, motivating, and comfortable atmosphere.

This student handbook is a valuable source of information to help you with many of the questions, problems, or concerns you might have while you study in the IEP. Of course, at any time, if you can't find the information you need in this handbook, please feel free to contact us. We are all here to help you succeed both in your academic and personal development.

Wishing you the very best,



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Important Dates

Fall 2018

August 20	Arrival in Mankato for new international students - <u>You are required to arrive in time to attend all orientation events.</u>
August 20	Check-in for new international students (copy immigration documents, get student ID card, open bank account if needed)
August 23	New IEP student orientation
August 20-24	Mandatory Orientation for all new incoming international students
August 27	First day of classes
September 3	Labor Day Holiday - University is closed
November 21-23	Thanksgiving Holiday – University is closed
December 10-14	Final week of classes and final exams – must attend classes
December 6 (Tentative date)	Exchange/Visiting Student, IEP Student, and International/Study Abroad Student Reception and Stole Ceremony
December 17-21	Graduating IEP students who achieve regular admission take Accuplacer placement tests and meet with academic advisor in their major.



Spring 2019

January 7	Arrival in Mankato for new international students - <u>You are required to arrive in time to attend all orientation events</u>
January 7	Check-in for new international students (copy immigration documents, get student ID card, open bank account if needed)
January 10	New IEP student orientation
January 7-11	Mandatory Orientation for all new incoming international students
January 14	First day of classes
January 21	Martin Luther King Day Holiday – University is closed
March 4-8	March Break - No classes
May 6-10	Final week of classes and final exams – must attend classes
May 2 (Tentative date)	Exchange/Visiting Student, IEP Student, and International/Study Abroad Student Reception and Stole Ceremony
May 13-17	Graduating IEP students who achieve regular admission take Accuplacer placement tests and meet with academic advisor in their major.



Intensive English Program Overview

IEP Eligibility

Our IEP is currently open to students who completed high school and score:

- between **20** and **60** on the TOEFL iBT (Internet-based test); or
- between **340** and **499** on the TOEFL PBT (Paper-based test); or
- between band **3.5** and **5.0** on the IELTS Academic Module test.

IEP Levels and Curriculum

The IEP is semester-based and currently offers 16-week semesters in the Fall, from August to December, and in the Spring, from January to May. The IEP also has a 10-week Summer semester from May to July.

The IEP currently consists of four levels:

- Beginning Level
- Low-Intermediate Level
- High-Intermediate Level
- Advanced Level

All four levels include coursework in reading skills and vocabulary development, writing, grammar, listening and note-taking skills, speaking with presentation skills, and a special topics course, which varies each semester.

Students in the Beginning, Low-Intermediate, and High Intermediate levels are in classes 20 hours per week with an additional 2 hours for private tutoring with an MSU student from the Honors Program.

Students in the Advanced level are in IEP classes 16 hours per week with an additional 2 hours for private tutoring with an MSU student from the Honors Program. In addition, students in the Advanced level have the option of taking 4 credits in general education courses that will count as credit towards their undergraduate Bachelor's degree.

All IEP students are introduced to American university culture and learning expectations as well as strategies that help them to become successful learners as they move toward enrollment as full-time students. There are opportunities to participate in local trips, events, and other social activities as well.

All the IEP courses are interactive and require student participation, concentration, and engagement. There are opportunities for individual work, pair work, small group work, large group discussions, and online work. Students are expected to complete assigned homework and to come to class well-prepared for their lessons.

Intensive English Program Levels and List of Courses

Level	Designator	Title	Hours per Week
Advanced Level			
IEP Level 4	IEP 102	Advanced Listening and Speaking Skills	4
IEP Level 4	IEP 112	Advanced Reading and Writing Skills	4
IEP Level 4	IEP 199	Special Topics	4
IEP Level 4	IEP 043	Grammar	4
Academic Courses	-----	Various courses up to 4 credits	4*
High Intermediate Level			
IEP Level 3	IEP 030	High-Intermediate Reading and Vocabulary	4
IEP Level 3	IEP 031	High-Intermediate Writing	4
IEP Level 3	IEP 032	High-Intermediate Listening and Speaking	4
IEP Level 3	IEP 033	High-Intermediate Grammar	4
IEP Level 3	IEP 099-2	Special Topics	4
Low-Intermediate Level			
IEP Level 2	IEP 020	Low-Intermediate Reading and Vocabulary	4
IEP Level 2	IEP 021	Low-Intermediate Writing	4
IEP Level 2	IEP 022	Low-intermediate Listening and Speaking	4
IEP Level 2	IEP 023	Low-Intermediate Grammar	4
IEP Level 2	IEP 099-1	Special Topics	4
Beginning Level			
IEP Level 1	IEP 010	Beginning Reading and Vocabulary	4
IEP Level 1	IEP 011	Beginning Writing	4
IEP Level 1	IEP 012	Beginning Listening and Speaking	4
IEP Level 1	IEP 013	Beginning Grammar	4
IEP Level 1	IEP 014	Special Topics	4

IEP Level Placement

A student is placed in **one** of the four IEP levels according to the TOEFL or IELTS score that the student sent to the MSU Admissions Office prior to the beginning of his/her first semester in the Intensive English Program. IEP students are placed in a specific level according to the following criteria:

Advanced Level:

- TOEFL iBT 54-60
- TOEFL PBT 480-499
- IELTS 5.0

High-Intermediate Level:

- TOEFL iBT 47-53
- TOEFL PBT 455-479
- IELTS 4.5

Low-Intermediate Level:

- TOEFL iBT 31-46
- TOEFL PBT 400-454
- IELTS 4.0

Beginning Level:

- TOEFL iBT 20-30
- TOEFL PBT 340-399
- IELTS 3.5

A student may request to be placed in a lower level if he/she is uncertain about his/her ability to cope with an assigned placement.

A student may not request to be placed in a higher level than that established by his/her entrance score.

A student who has been placed in a specific level based on their TOEFL or IELTS score for their first semester, may choose to take an additional TOEFL or IELTS exam before their first semester in order to be placed in a higher level but must show proof of that score before the first day of that first semester.

Any additional TOEFL or IELTS exam scores obtained after initial placement and during or after the first semester will not be used for level placement. Until students graduate from the IEP and achieve regular admission, they cannot skip an IEP level and must follow the level sequence.

IEP Course Descriptions and Outcomes

Advanced Level

IEP 102: Advanced Listening and Speaking Skills

Description:

In this English language class, multilingual students in the intensive English program develop their listening and speaking skills at an advanced level. These skills include listening to academic lectures and other forms of multimedia and audio-visual texts, taking notes, participating in small group discussions, interviewing, and practice giving oral presentations. The course will help prepare students for regular entrance to the university.

Outcomes:

- Comprehend academic lectures and other types of multimedia and audio-visual texts
- Identify the general organization of lecture
- Develop general note-taking skills while listening to academic texts
- Use listening strategies such as activating background knowledge about the topic of the lecture, predicting lecture content, listening for main ideas, listening for details, and being aware of comprehension difficulties
- Use different varieties of verbal and non-verbal methods of delivery in oral presentations and interview
- Effectively present information, ideas, and opinions in oral presentations by using multimedia software
- Develop and apply analytical and research skills
- Actively participate in small group discussions and develop cooperative and team-building skills
- Build inter-cultural knowledge and inter-cultural communication skills

IEP 112: Advanced Reading and Writing Skills

Description:

In this English language class, multilingual students in the intensive English program develop their reading and writing skills at an advanced level. These skills include reading academic texts from a variety of genres; using a variety of reading, writing, and vocabulary-building strategies; writing short essays; writing personal responses to literary texts; and building grammatical competence. The course will help prepare students for regular entrance to the university.

Outcomes:

- Comprehend academic reading texts from a variety of genres
- Use a variety of reading strategies to improve comprehension such as previewing, predicting, understanding main ideas and details, skimming, scanning, and understanding text organization.
- Use a variety of vocabulary learning strategies to develop vocabulary and reading ability such as guessing meaning from context, word analysis, recognizing collocations, making vocabulary cards, and using electronic and online dictionaries
- Write short essay compositions
- Write personal responses to literary texts

- Use a variety of writing strategies in order to create coherent and well-written essays including brainstorming content ideas, drafting, receiving feedback, revising content, and editing for better grammar and use of vocabulary
- Build grammatical competence

IEP 199: Advanced Special Topics

Description:

In this course, multilingual students in the Intensive English Program develop in all four skills of listening, speaking, reading, and writing in an integrated manner through a focus on selected interdisciplinary themes and topics. Designed for higher-level learners, the course will help prepare students for regular entrance to the university.

Outcomes:

- Define and explain various concepts, principles, and targeted vocabulary related to selected interdisciplinary themes
- Comprehend an extensive range of academic reading and listening texts based on selected interdisciplinary themes
- Write essays and personal responses based on rhetorical styles appropriate to selected interdisciplinary themes
- Participate in academic conversations and oral reports based on selected interdisciplinary themes
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP 043: Advanced Grammar

Description:

In this course, multilingual students in the Intensive English Program develop their grammar skills at the advanced level by understanding how written and spoken grammar is used in context and how to apply them.

Outcomes:

- Identify and distinguish the form, meaning, and use of an extensive range of complex grammatical structures in context
- Use an extensive range of complex grammatical structures in written and spoken contexts for academic and social purposes
- Perform editing tasks to detect and correct complex grammatical errors in context
- Describe the differences between written and spoken grammar

High-Intermediate Level

IEP 030: High-Intermediate Reading and Vocabulary

Description:

In this course, multilingual students in the Intensive English Program develop their reading comprehension and vocabulary at the high-intermediate level by reading an extensive range of academic texts from a variety of genres and by applying a variety of reading and vocabulary-building strategies.

Outcomes:

- Comprehend an extensive range of academic reading texts from a variety of genres
- Comprehend story-based texts in the form of graded readers
- Use a variety of reading strategies to improve comprehension such as previewing, making and confirming predictions, identifying main ideas and supporting details, skimming for global understanding, scanning to locate specific information, identifying cohesive devices, understanding text organization, recognizing and understanding figurative language, paraphrasing, writing summaries, and identifying the main elements of a story
- Use a variety of vocabulary learning strategies to develop vocabulary and reading ability such as inferring word meaning from context, recognizing word forms, recognizing and understanding the meanings of prefixes and suffixes, recognizing synonyms and antonyms, recognizing and formulating collocations, identifying relationships between words, making vocabulary cards, and using electronic and online dictionaries

IEP 031: High-Intermediate Writing

Description:

In this course, multilingual students in the Intensive English Program develop their writing skills at the high-intermediate level by writing paragraphs and short essays in a range of genres and by applying a variety of writing strategies.

Outcomes:

- Write paragraphs and short essays based on a variety of rhetorical styles
- Write unified paragraphs and short essays that are organized around a clear topic (in the form of topic sentences and/or thesis statements) and supporting details
- Use a variety of writing strategies to write coherent and grammatically correct compositions such as brainstorming content ideas in the form of lists and free writes, creating outlines, identifying audience and text genre, identifying and applying correct text structure and organization, recognizing and using a variety of transition signals, revising and editing content in consultation with others, and recognizing and using appropriate and correct grammar forms.

IEP 032: High-Intermediate Listening and Speaking

Description:

In this course, multilingual students in the Intensive English Program develop their listening and speaking skills at the high-intermediate level by listening to an extensive range of academic lectures and other types of audio-visual texts, by participating in academic and social conversations, and by performing oral presentations.

Outcomes:

- Comprehend an extensive range of academic lectures and other types of audio-visual texts based on a variety of interdisciplinary themes and rhetorical styles
- Develop a variety of note-taking skills while listening to academic texts
- Use a variety of listening strategies to improve comprehension such as activating background knowledge about the topic, making and confirming predictions, listening for global understanding, listening to identify main ideas, listening to identify details, identifying discourse markers, recognizing common reductions in speech, identifying word segmentation, inferring meaning from context, interpreting the meaning and use of stress and intonation, monitoring comprehension, and understanding text organization
- Participate in academic and social conversations and in interviews by using a variety of speaking strategies such as asking for and expressing opinions, keeping a conversation going, holding the floor, supporting ideas and opinions with details and examples, and asking for clarification
- Prepare and perform oral presentations by using a variety of strategies and techniques such as collecting information, selecting and organizing information into a presentation outline, making effective note cards, using eye contact to connect with the audience, preparing and using effective visual aids and/or presentation software, using one's voice and body language effectively, avoiding fillers, and using transition signals
- Develop pronunciation skills by recognizing and pronouncing individual consonant and vowel sounds, intonation, and stress to process and communicate meanings
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP 033: High-Intermediate Grammar

Description:

In this course, multilingual students in the Intensive English Program develop their grammar skills at the high-intermediate level by understanding how written and spoken grammar is used in context and how to apply them in written and spoken contexts.

Outcomes:

- Identify and distinguish the form, meaning, and use of an extensive range of grammatical structures in context
- Use an extensive range of grammatical structures in written and spoken contexts for academic and social purposes
- Perform editing tasks to detect and correct grammatical errors in context
- Describe the differences between written and spoken grammar

IEP 099-2: High-Intermediate Special Topics

Description:

In this course, multilingual students in the Intensive English Program develop in all four skills of listening, speaking, reading, and writing in an integrated manner through a focus on selected interdisciplinary themes and topics. Designed for lower-level learners, the course will help students to develop their overall language proficiency.

Outcomes:

- Define and explain various concepts, principles, and targeted vocabulary related to selected interdisciplinary themes
- Comprehend a selected range of academic reading and listening texts based on selected interdisciplinary themes
- Write paragraphs, short essays, and personal responses based on rhetorical styles appropriate to selected interdisciplinary themes
- Participate in academic conversations and short oral reports based on selected interdisciplinary themes
- Participate in small group discussions and projects by developing cooperative and team-building skills

Low-Intermediate Level

IEP 020: Low-Intermediate Reading and Vocabulary

Description:

In this course, multilingual students in the Intensive English Program develop their reading comprehension and vocabulary at the low-intermediate level by reading a selective range of academic texts from a variety of genres and by applying a variety of reading and vocabulary-building strategies.

Outcomes:

- Comprehend a selective range of academic reading texts from a variety of genres
- Comprehend story-based texts in the form of graded readers
- Use a variety of reading strategies to improve comprehension such as previewing, making and confirming predictions, identifying main ideas and supporting details, skimming for global understanding, scanning to locate specific information, recognizing examples in a text, using a graphic organizer, understanding text organization, summarizing, and identifying the main elements of a story
- Use a variety of vocabulary learning strategies to develop vocabulary and reading ability such as inferring word meaning from context, recognizing word forms, recognizing and understanding the meanings of prefixes and suffixes, recognizing synonyms and antonyms, recognizing collocations, making vocabulary cards, and using electronic and online dictionaries

IEP 021: Low-Intermediate Writing

Description:

In this course, multilingual students in the Intensive English Program develop their writing skills at the low-intermediate level by writing paragraphs in a range of genres and by applying a variety of writing strategies.

Outcomes:

- Write paragraphs based on a variety of rhetorical styles
- Write unified paragraphs with a topic sentence, supporting details, and a concluding statement
- Use a variety of writing strategies to write coherent and grammatically correct paragraphs such as brainstorming content ideas in the form of lists and free writes, creating outlines, identifying audience and text genre, identifying and applying correct text structure and organization, recognizing and using a variety of transition signals, revising and editing content in consultation with others, and recognizing and using appropriate and correct grammar forms

IEP 022: Low-Intermediate Listening and Speaking

Description:

In this course, multilingual students in the Intensive English Program develop their listening and speaking skills at the low-intermediate level by listening to a selective range of academic lectures and other types of audio-visual texts, by participating in academic and social conversations, and by performing short oral presentations.

Outcomes:

- Comprehend a selective range of academic lectures and other types of audio-visual texts based on a variety of interdisciplinary themes and rhetorical styles
- Develop basic note-taking skills while listening to short academic texts
- Use a variety of listening strategies to improve comprehension such as activating background knowledge about the topic, making and confirming predictions, listening for global understanding, listening to identify main ideas, listening to identify details, identifying discourse markers, recognizing common reductions in speech, identifying word segmentation, inferring meaning from context, interpreting the meaning and use of stress and intonation, monitoring comprehension, and understanding text organization
- Participate in academic and social conversations and in interviews by using a variety of speaking strategies such as asking for and expressing opinions, keeping a conversation going, holding the floor, supporting ideas and opinions with details and examples, and asking for clarification
- Prepare and perform short oral presentations by using a variety of strategies and techniques such as collecting information, selecting and organizing information into a presentation outline, making effective note cards, using eye contact to connect with the audience, preparing and using effective visual aids and/or presentation software, using one's voice and body language effectively, avoiding fillers, and using transition signals
- Develop pronunciation skills by recognizing and pronouncing individual consonant and vowel sounds, intonation, and stress to process and communicate meanings
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP 023: Low-Intermediate Grammar

Description:

In this course, multilingual students in the Intensive English Program develop their grammar skills at the low-intermediate level by understanding how written and spoken grammar is used in context and how to apply them in written and spoken contexts.

Outcomes:

- Identify and distinguish the form, meaning, and use of a selective range of grammatical structures in context
- Use a selective range of grammatical structures in written and spoken contexts for academic and social purposes

- Perform editing tasks to detect and correct grammatical errors in context
- Describe the differences between written and spoken grammar

IEP 099-1: Low-Intermediate Special Topics

Description:

In this course, multilingual students in the Intensive English Program develop in all four skills of listening, speaking, reading, and writing in an integrated manner through a focus on selected interdisciplinary themes and topics. Designed for lower-level learners, the course will help students to develop their overall language proficiency.

Outcomes:

- Define and explain various concepts, principles, and targeted vocabulary related to selected interdisciplinary themes
- Comprehend a selected range of academic reading and listening texts based on selected interdisciplinary themes
- Write paragraphs, short essays, and personal responses based on rhetorical styles appropriate to selected interdisciplinary themes
- Participate in academic conversations and short oral reports based on selected interdisciplinary themes
- Participate in small group discussions and projects by developing cooperative and team-building skills

Beginning Level

IEP 010: Beginning Reading and Vocabulary

Description:

In this course, multilingual students in the Intensive English Program develop their reading comprehension and vocabulary at the beginning level by reading a selective range of shorter academic texts from a variety of genres and by applying a variety of reading and vocabulary-building strategies.

Outcomes:

- Comprehend a selective range of short academic reading texts from a variety of genres
- Comprehend story-based texts in the form of simplified graded readers
- Use a variety of reading strategies to improve comprehension such as previewing, making and confirming predictions, identifying main ideas and supporting details, skimming for global understanding, scanning to locate specific information, recognizing examples in a text, using a graphic organizer, understanding text organization, summarizing, and identifying the main elements of a story
- Use a variety of vocabulary learning strategies to develop vocabulary and reading ability such as inferring word meaning from context, recognizing word forms, recognizing and understanding the meanings of prefixes and suffixes, recognizing synonyms and antonyms, recognizing collocations, making vocabulary cards, and using electronic and online dictionaries

IEP 011: Beginning Writing

Description:

In this course, multilingual students in the Intensive English Program develop their writing skills at the beginning level by writing sentences and short paragraphs in a range of genres and by applying a variety of writing strategies.

Outcomes:

- Write sentences and short paragraphs based on a variety of rhetorical styles
- Write short paragraphs with a topic sentence, supporting details, and a concluding statement
- Use a variety of writing strategies to write coherent and grammatically correct sentences and short paragraphs such as brainstorming content ideas in the form of lists and free writes, creating outlines, recognizing and using a variety of transition signals, revising and editing content in consultation with others, and recognizing and using appropriate and correct grammar forms

IEP 012: Beginning Listening and Speaking

Description:

In this course, multilingual students in the Intensive English Program develop their listening and speaking skills at the beginning level by listening to a selective range of short academic texts and other types of audio-visual texts, by participating in academic and social conversations, and by performing short oral presentations.

Outcomes:

- Comprehend a selective range of short academic texts and other types of audio-visual texts based on a variety of interdisciplinary themes and rhetorical styles
- Develop basic note-taking skills while listening to short academic texts
- Use a variety of listening strategies to improve comprehension such as activating background knowledge about the topic, making and confirming predictions, listening for global understanding, listening to identify main ideas, listening to identify details, identifying discourse markers, recognizing common reductions in speech, identifying word segmentation, inferring meaning from context, interpreting the meaning and use of stress and intonation, monitoring comprehension, and understanding text organization
- Participate in short academic and social conversations and in short interviews by using a variety of speaking strategies such as asking for and expressing opinions, keeping a conversation going, holding the floor, supporting ideas and opinions with details and examples, and asking for clarification
- Prepare and perform short oral presentations by using a variety of strategies and techniques such as collecting information, selecting and organizing information into a presentation outline, making effective note cards, using eye contact to connect with the audience, preparing and using effective visual aids and/or presentation software, using one's voice and body language effectively, avoiding fillers, and using transition signals
- Develop pronunciation skills by recognizing and pronouncing individual consonant and vowel sounds, intonation, and stress to process and communicate meanings
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP 013: Beginning Grammar

Description:

In this course, multilingual students in the Intensive English Program develop their grammar skills at the beginning level by understanding how written and spoken grammar at the sentence-level is used in context and how to apply them in written and spoken contexts.

Outcomes:

- Identify and distinguish the form, meaning, and use of a selective range of grammatical structures at the sentence-level
- Use a selective range of grammatical structures at the sentence-level in written and spoken contexts for academic and social purposes
- Perform editing tasks to detect and correct grammatical errors at the sentence-level
- Describe the differences between written and spoken grammar

IEP 014: Beginning Special Topics

Description:

In this course, multilingual students in the Intensive English Program develop in all four skills of listening, speaking, reading, and writing in an integrated manner through a focus on selected interdisciplinary themes and topics. Designed for beginning learners, the course will help students to develop their overall language proficiency.

Outcomes:

- Define and explain various concepts, principles, and targeted vocabulary related to selected interdisciplinary themes
- Comprehend a selected range of short academic reading and listening texts based on selected interdisciplinary themes
- Write sentences, short paragraphs, and personal responses based on rhetorical styles appropriate to selected interdisciplinary themes
- Participate in academic conversations and short oral reports based on selected interdisciplinary themes
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP Attendance Policy

Attending classes and being on time assumes a great importance because:

- It is an essential requirement for IEP students to successfully complete and pass their courses.
- It is an American educational expectation that students be responsible, punctual and consistent in class attendance.
- Arriving late disrupts the class and prevents other learners from learning.

In case of an absence:

- It is necessary to inform the instructor by email beforehand if the absence is anticipated.
- If a class is missed unexpectedly due to illness or emergency, the instructor has to be contacted as soon as possible after the absence.
- Homework has to be handed in on time by emailing it to the instructor or uploading it in D2L.
- It is the responsibility of the IEP students to collect the material covered and homework given in the class that they missed.

Arriving late to class:

- IEP students need to make sure they understand each instructor's policy about arriving late to class. The instructors will inform the students about their policies and it is the responsibility of the students to make sure that they understand these policies. Some instructors may count being late as an absence.

F1 Visa Status – Attendance Requirement

IEP Beginning, Low-Intermediate, and High-Intermediate Levels

In order to maintain a student's F1 Visa status, a student must attend a minimum of 90% of his/her total course hours. In the IEP, a Beginning, Low-Intermediate or High-Intermediate level student must attend a minimum of 270 hours of English instruction out of a total of 300 hours of instruction each semester.

This means that a student's total number of absences for all IEP courses must not exceed **fifteen** 2-hour class periods per semester which is equal to **30 hours of instruction**.

If a student is absent **more** than fifteen two-hour class periods (total for **all** IEP courses, not each course), he/she will be "out-of-status," the student's visa will be cancelled, and the student will be required to return to his/her country.

IEP Advanced Level

In order to maintain a student's F1 Visa status, a student must attend a minimum of 90% of his/her total course hours. In the IEP, an Advanced level student must attend a minimum of 162 hours of English instruction out of a total of 180 hours of instruction each semester.

This means that a student's total number of absences for all IEP courses must not exceed **twelve** 2-hour class periods per semester which is equal to **24 hours of instruction**.

If a student is absent **more** than nine two-hour class periods (total for **all** IEP courses, not each course), he/she will be "out-of-status," the student's visa will be cancelled, and the student will be required to return to his/her country.

Language Partners Tutoring Program

In addition to attending IEP classes, IEP students have the opportunity to take part in language partners tutoring sessions. The purpose of the tutoring sessions is to facilitate the IEP students in understanding American culture and college life and to assist them with extra language practice and the TOEFL ITP test practice. The tutoring sessions begin from the 3rd week and continue until the 15th week of the semester. During these sessions that take place outside of class time, each IEP student is scheduled to meet with a Language Partner for one hour twice a week.

Who are the Language Partners?

The Language Partners are students from the Honors Program at MSU, who volunteer to facilitate the tutoring sessions that prove to be very helpful for all the IEP students. They assist IEP students with cultural adaptation to U.S. and American university culture, answer questions regarding campus services, and provide guidance in accessing social and academic support systems on campus. The Language Partners encourage the IEP students to exchange information about their culture through conversations on cross-cultural topics. They also provide modeled and guided practice opportunities in listening strategies, reading strategies, pre-writing strategies, vocabulary development, grammar development, pronunciation development, and TOEFL exam practice exercises.

Requirements:

Every semester, the Language Partners Tutoring Program is a 13-week program that starts from week 3 and ends in week 15, with two one hour long tutoring sessions each week. The tutoring session attendance is very important for all the IEP students.

IEP students in the intermediate levels must attend no less than 80% of the tutoring sessions in order to be eligible to advance to the next IEP level. Any student in the intermediate levels who attends fewer sessions than the required number of hours will not qualify to advance to the next level and will be required to repeat the same level in the next semester.

For the IEP students in the Advanced level, the tutoring session attendance is incorporated into anyone of their three IEP courses as 10% of the course evaluation for that course.

In case a student is unable to attend a tutoring session they must inform their Language Partner in advance by phone, email or by text message. When an IEP student misses a session they will be marked absent by their Language Partner. However, Language Partners are not allowed to excuse any absences. Only the IEP Coordinator or the CELP Director can excuse an absence in the Language Partners Tutoring Program. If a tutoring session is being cancelled because both the IEP student and the Language Partner cannot attend the session on that particular day, then the IEP Coordinator has to be informed by e-mail about the cancellation beforehand, otherwise, the IEP student will be counted as absent for that session. If an IEP student encounters any problem with his or her Language Partner, then they are most welcome to speak to the IEP Coordinator directly for help.

Grading

Each IEP instructor may use a different assessment and grading method. Instructors use different ways of grading because they teach different skills and have different teaching styles. It is important for IEP students to listen carefully when the instructors talk about their grading plans and IEP students should read the course syllabi and other course documents carefully. If there are confusions or questions, the instructor can be asked to explain his/her grading policy again.

MSU Grading System:

Grades that can be entered are A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F.

Note: The instructor may choose to use letter grades **with** or **without** +/- grading.

Evaluation is based on the following grading guidelines:

Numerical Score	Letter Grade	Quality Points for GPA
96.5 and up	A+	4.00
93.5-96.4	A	4.00
89.5-93.4	A-	3.67
86.5-89.4	B+	3.33
83.5-86.4	B	3.00
79.5-83.4	B-	2.67
76.5-79.4	C+	2.33
73.5-76.4	C	2.00
69.5-73.4	C-	1.67
66.5-69.4	D+	1.33
63.5-66.4	D	1.00
59.5-63.4	D-	0.67
59.4 and below	F	0

How the GPA is Calculated:

Every semester a student's record is filled with courses that have some type of grade attached to them. In calculating the GPA, only courses with letter grades of A, B, C, D and F are used.

As outlined in the table above, every course grade carries with it a certain number of "quality points". For example a grade of A equals 4.00 quality points while a grade of B+ equals 3.33 quality points.

To obtain a course's total quality points, you need to multiply the number of quality points by the number of credits for the course. Thus, a 4-credit class with a B grade is worth 4 credits x 3 quality points = 12 total quality points.

To obtain the GPA for a semester, add up the total quality points for all of the courses that semester and divided that number by the total number of credits of those courses. The result will be a number between 0 and 4 which is usually carried out to two decimal places.

Example

Course	Credits	Grade	Quality Points	Total Quality Points
IEP 030	4	A (96%)	4.00	4 credits X 4.00 = 16.00
IEP 031	4	A- (91%)	3.67	4 credits X 3.67 = 14.68
IEP 032	4	B+ (88%)	3.33	4 credits X 3.33 = 13.32
IEP 033	4	B (85%)	3.00	4 credits X 3.00 = 12.00
IEP 099-2	4	A (95%)	4.00	4 credits X 4.00 = 16.00
Total	20			72 quality points
GPA = 72 quality points divided by 20 credits = 3.60				

The cumulative GPA (after taking more than 1 semester) is found in the same way, using all of the courses that have been taken.

Transcripts have the GPA already calculated and printed on them for the students.

MSU Online Grade Calculator:

<http://www.mnsu.edu/registrar/gpacalc.html>

Satisfactory Progress, Academic Warning & Suspension

To demonstrate satisfactory academic progress, all MSU students, including IEP students, must achieve a cumulative (overall) grade point average (GPA) of 2.0 (grade of C) or higher each semester and also complete at least 67% of these course credits.

If a student fails to meet the satisfactory academic progress requirements stated above, the students will be placed on academic warning in the next semester.

If the student fails to meet the satisfactory academic progress again in that next semester, the student will be suspended from Minnesota State University and will not be allowed to enroll in courses.

Level Advancement for Beginning, Low-Intermediate, and High-Intermediate Students

In order to advance to the next level, students in the **low-intermediate and high-intermediate levels** must:

- ✓ Earn a minimum semester GPA of 3.0/4.00 which is equivalent to a B average for all course taken (between 84%-86%).

Example 1	Course Grades	Average Grade & GPA
IEP Listening/Speaking IEP Reading/Vocabulary IEP Writing IEP Grammar IEP Special Topics	72% C- (1.67) 95% A (4.00) 88% B+ (3.33) 85% B (3.00) 76% C (2.00)	Numerical average: 83% Grade average: B- GPA = 2.80 (repeat level)

Example 2	Course Grades	Average Grade & GPA
IEP Listening/Speaking IEP Reading/Vocabulary IEP Writing IEP Grammar IEP Special Topics	92% A- (3.67) 95% A (4.00) 87% B+ (3.33) 89% B+ (3.33) 98% A+ (4.00)	Numerical average: 92% Grade average: A- GPA = 3.67 (advance to next level)

- ✓ meet the attendance requirement for each course (cannot have 5 or more absences in one course)
- ✓ meet federal government Visa regulation that requires IEP students to attend at least 90% of total course hours during one semester
- ✓ attend 80% of the tutoring session hours.

IEP Completion and Regular Admission

There are currently two ways that IEP students can obtain regular admission:

Method #1:

IEP students who successfully complete the Advanced Level with a B+ average (3.5 GPA) and obtain at least a B in each of their courses will automatically matriculate to regular admission without the need to show a test score.

Method #2:

Take the **institutional TOEFL Test (TOEFL ITP)** that is administered to all IEP students in all levels at the end of the semester and **obtain a score of 500 or more**. It is important to keep in mind that the TOEFL ITP consists of only a reading comprehension section, a listening comprehension section, and a grammar section. It does not include a writing or a speaking section.

Method #3:

Independently take the **TOEFL iBT** and achieve **a score of 61** or more OR take the **IELTS** and achieve **a score of 5.5** or more. The TOEFL iBT and the IELTS consist of a reading comprehension section, a listening comprehension section, a writing section, and a speaking section.

Because most IEP students in the past have performed much better on the TOEFL iBT and on the IELTS compared to the institutional TOEFL test (TOEFL ITP), IEP students are strongly encouraged to register for the TOEFL iBT or IELTS exam independently (offered at locations outside MSU) at any time to meet the exit requirement. Students can register for the TOEFL iBT and the IELTS at the following websites:

<https://www.ets.org/toefl>

<https://www.ielts.org/>

For students who independently obtain a passing TOEFL iBT or IELTS score for regular admission when the IEP semester has already begun, the student must still attend and finish the IEP semester before exiting the IEP. The student will begin regular admission the following semester.

IEP Graduation Process

After graduating from the IEP and obtaining regular admission, students must do the following steps before registering for courses as a regularly-admitted student:

1. Send proof of their TOEFL iBT or IELTS score if taken independently by emailing the document to the CELP Director.
2. Meet with the IEP Coordinator and schedule a day and time to take the Math Accuplacer test and the ESL Accuplacer test* (listening, reading, and writing) with the Center for Academic Success (located in Memorial Library room 125). The IEP coordinator will give the student a piece of paper with the list of tests that need to be taken. The student will then show this paper to the Center for Academic Success staff when they go to take the tests. The Center for Academic Success staff member will sign this paper.
3. Immediately after taking the test, the Center for Academic Success will give the student their results on a piece of paper.
4. The student then meets again with the IEP Coordinator and brings both the signed form with the list of tests and the form with the test results. The IEP coordinator makes copies of both forms. The IEP coordinator then schedules an appointment for the student to meet with an academic advisor in their major. After the meeting has been scheduled, the IEP Coordinator will give the student an 'Advisor Form' for the academic advisor to fill out and sign.
5. The student meets with the academic advisor and gives them the 'Advisor Form' and the form with the test results. The academic advisor explains the degree program and recommends courses to enroll in. After the meeting, the academic advisor signs and dates the 'Advisor Form'.
6. The student brings the 'Advisor Form' to the IEP coordinator who makes a copy of the form.
7. The IEP Coordinator or the CELP Director removes the registration hold. The student can then register for the courses recommended by the academic advisor.
8. The student updates their I-20 by meeting with the International Center in CSU 250.

* Please note that after having taken the ESL Accuplacer tests once, students can only retake the tests one more time within a period of two years.

Behavioral Policy

The Intensive English Program (IEP) at Minnesota State University (MSU), Mankato, follows the student behavioral policy established by the Office of Student Conduct (OSC) that applies to all MSU students. Students and instructors should refer to OSC policies and procedures located at their website:

<https://www.mnsu.edu/conduct/>

Reporting of student behavioral issues:

1. Instructor discusses and attempts to resolve the issue with the student.
2. If the behavior continues, the instructor communicates the issue with the director of the Center for English Language Programs (CELP).
3. The CELP director meets with the student. The CELP director also informs the student that if the behavior continues, it will be reported to the Office of Student Conduct (OSC).
4. If the behavior continues after the meeting with the CELP director, the student is reported to the OSC (either by the instructor or the CELP director) by filling out the online 'behavioral concern form' located at their website.
5. Student meets with an official from the OSC.
6. If the behavior continues, OSC puts the student on probation.
7. If the behavior continues, OSC puts the student on suspension for one year and cannot enroll in courses.

IEP Student Responsibilities

The Statement of Student Responsibilities was established by students, faculty and staff to communicate behavioral expectations of students. These responsibilities are aimed at promoting a sense of community where students behave with maturity, a sense of personal accountability, and positive regard for others. Below are a few examples of the behavior that is expected of students at MSU and in the IEP.

1. Every student is responsible for the understanding and following of the MSU policy on plagiarism and academic integrity (honesty and not cheating).
2. Respect the classroom learning environment so that every student can learn without disruption of teaching and learning.
3. Speak with respect and show respect to other students, teachers, and staff.
4. Respect university property and the property of others.

Plagiarism and Written Work

While writing a paper and searching for sources, you must remember that **plagiarism is strictly prohibited** (claiming someone else's ideas or citations as being your own) and can lead to strict discipline. This policy is taken very seriously at MSU-Mankato. If you have any doubts regarding what constitutes plagiarism, ask your instructor. If you need help with the wording of your paper, consult with your tutor, instructor, or the IEP coordinator. Do not copy someone else's work.

IEP Tuition Fee and Health Insurance Payment Policy

All IEP students are expected to pay for their tuition, health insurance, and orientation charges within payment due dates as determined by Minnesota State University, Mankato.

Tuition Fees

Required Down Payment

All MSU students, including IEP students, must pay 15% or \$300 of their tuition fees by the 5th day of the first week of classes to remain registered in their classes and to maintain their visa status.

Full Payment Due Date

Tuition fees must be paid in full by the end of the 5th week of classes.

Unpaid Balances

Any unpaid balances that are still remaining by the end of the 8th week of classes will be subject to a \$50 late fee and an 'unpaid balance' hold that will prevent the student from registering for classes in the following semester. If students are unable to register for classes, their visa status will be revoked.

Any unpaid balances that are still remaining by the end of the 16th week of class will be sent to a collections agency that will charge up to 30% interest until the full balance has been paid. In addition, in any future semester, the student would need to pre-pay their tuition fees in full before being able to register and take classes.

Health Insurance Fees

All international students must purchase the mandatory health insurance (approximately \$1400) from MSU before registration of classes. International students pay their health insurance when they first check in at the Kearney International Center or during international student orientation week if they are a new student. If the health insurance fees are not paid, students will not be able to register for classes. If students are unable to register for classes, their visa status will be revoked.

Orientation Fee for New Students

New international students must pay a \$90 orientation fee that will be added to their overall fees.

MavCard

Your MavCard (student ID card) serves as a:

- [University Dining Services](#) Card
- [Library](#) Card
- [Athletic Game](#) Access Card
- [Campus Recreation Center](#) Access Card
- [Student Activities](#) Access Card
- [Vending](#) Card (on campus)
- [Photocopy](#) Card (on campus)
- [Door Access](#) Card (on campus; Residential Life)
- [ATM/ PIN-Debit](#) Card



Your first MavCARD is free. There is a \$15 fee to replace it if it is broken, lost or stolen.

Your MavCARD expires when you are no longer an enrolled student at MSU.

MavCard Office: Centennial Student Union 117 (CSU 117)

Email: mavcard-office@mnsu.edu

Tel: 507-389-1707

Website: <http://www.mnsu.edu/mavcard/>

Banking in Mankato

MSU-Mankato students may open an account at the Affinity Plus Credit Union or the Wells Fargo Bank, both conveniently located in the Centennial Student Union (CSU). Also in the CSU near the Barnes & Noble Bookstore, you will find many ATM machines from a variety of banks that you can use to withdrawal money from your home country bank account.



Handling Money

Visiting students use a variety of methods for handling money. Here are tips from past students:

- Have at least two credit cards
- Use an account at home from which you can withdraw money at ATMs
- Open a checking account in Mankato in order to pay rent, electricity, heat and other bills

Transportation



Our campus has a variety of transportation options. Many students use our **free student buses and shuttles** that circulate through campus and the surrounding areas.

Campus Bus Service: It includes buses each class day. One is the Campus Express Bus Route #1, a 22-minute route, which goes through the campus out to nearby apartment complexes and back again until 10 pm. The Route #8 bus, the on-campus "circulator", travels through campus & lots 20-23. There are also special routes to Stadium Heights and James Avenue.

The Maverick Shuttle: It is an on-campus "circulator" which will follow the Route # 8 bus schedule. It runs Monday – Friday from 7:30 am to 4:00 pm.

Stomper Express Bus Service: It is a special dedicated bus route from the campus out to the River Hills Mall, Wal-Mart, and other retail outlets miles from the campus. The Stomper Express operates at these times:

- Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday from 6 pm - 11 pm
- The rides are free for all MSU MavCard users but \$1.50 per ride for all others.

Regular city wide routes:

- Monday - Friday from 6:30 am to 6 pm
- Saturday from approximately 10am to 4:30pm



Land to Air Express provides convenient daily shuttle bus service between Mankato and the Minneapolis-St. Paul International Airport.

Book Your Tickets Online

- Tickets can be booked online at: <http://www.landtoairexpress.com/>
- The Mav discount is available. Use promo code: **MSUINT** when booking your tickets for \$5 off.
- \$15 to Minneapolis, \$30 Round trip
- Telephone: 507-625-3977

University Dining

Dining Services at MSU offers one of the most unique and pioneering campus meal programs in the nation.

University Dining Center

The newly constructed University Dining Center is located next to the residence halls and across from the Memorial Library and has the capability of serving more than 3,000 students in 49, 074 square feet of dining space. They offer a dining program complete with signature brands and menu selections that include just about every item you can imagine. Featuring a wide variety of fresh food designed to satisfy everyone's appetite with food choices to rival your favorite restaurants:

- Fresh fruit and salads
- Delicious, hot, home-style entrées
- Simple Servings Allergen-Free Station
- Freshly baked pizza and pasta
- Deli choices served on freshly baked breads
- New creations by the chef just for you
- Soft Serve Ice cream and freshly baked desserts
- Homemade soups
- Mindful choices

Mav Ave

Located on the first and ground floor of Centennial Student Union (CSU), Mav Ave has a variety of meal offers.

Grill 155: It offers great-tasting and popular items like cheeseburgers, chicken tenders, and grilled cheese sandwiches. Grill 155 ensures high quality products, exceptional customer service, and quick service.

The Market: It offers home-style entrees with side dishes that give you a complete and balanced meal. They also offer pita sandwiches and soups daily.

Tossed: It offers fresh salads and wraps.

Chick-fil-A®: It offers chicken sandwiches and salads.

Taco Bell®: It always ranks high on the list of university customers' international food preferences. Taco Bell offers a freshly prepared selection of familiar south-of- the-border staples, including tacos, nachos, burritos and more.

Noodles: It offers a variety of fresh choices pasta.

Erbert & Gerbert's: It is a sandwich shop dedicated to serving better, more flavorful sandwiches than anyone else. Their bread is baked fresh each day and they offer delicious soups, vegetarian, and gluten-free options.

Star Ginger: Created by celebrity chef Mai Pham, it offers Thai-Vietnamese inspired cuisine including rice bowls, pho soup and bahn-mi sandwiches.

Jazzman's Café: It invites patrons to wake up and smell the fresh brewed selection of coffees or kick back and relax to soothing jazz sounds as you enjoy a fresh gourmet salad or hearty sandwich on focaccia.

Meal Plans

For resident student meal plans see: <https://mnsu.sodexomyway.com/dining-plans/index.html>

For off-campus student meal plans see: <https://mnsu.sodexomyway.com/dining-plans/offcampus.html>

Memorial Library

Located across from the Centennial Student Union (CSU), the Memorial library consists of:

- Approximately 1.3 million volumes
- Over 68,000 periodicals (print and electronic)
- Over 350 electronic databases

Additional features include:

- Wireless Internet access for personal laptop computers in all study areas of the library
- Web access from over 100 dedicated terminals
- Library Commons Area
- Study carrels
- Vending Machines
- Group Study Areas
- Group Study couches

The library staff are there to help facilitate students' studying, learning, and scholarship. They are very friendly so please do not be shy to ask for their help and to ask them questions.

Resources for IEP Students

SELF-STUDY MATERIALS

There are many excellent self-study materials to help IEP students' improve their academic English skills, including TOEFL and IELTS preparation, grammar, and vocabulary. In the list below you will see the call numbers for each title (located in brackets). Just give the call number to the library staff and they will help you locate it:

TOEFL:

ETS. (2012). *The official guide to the TOEFL test* (4th ed.). New York: Educational Testing Service. [PE1128 .O44 2012]

Leroi Gilbert, T., & Zemach, D. E. (2013). *Express to the TOEFL iBT test*. Oxford Oxford University Press. [PE1128 .G523 2013]

Kaplan. (2014). *Kaplan TOEFL iBT premier 2014-15 with 4 practice tests*. New York: Kaplan Publishing. [PE1128 .T633 2014]

Sharpe, P. (2013). *Barron's TOEFL iBT* (14th ed.). New York: Barron's Educational Series. [PE1128 .S5 2013]

Matthiesen, S. J. (2014). *Barron's essential words for the TOEFL* (6th ed.). New York: Barron's Educational Series. [PE1128 .M3544 2014]

IELTS:

Lougheed, L. (2013). *Barron's IELTS* (3rd ed.). New York: Barron's Educational Series. [PE1128 .L6436 2013]

Cullen, P., French, A., & Jakeman, V. (2014). *The official Cambridge guide to IELTS*. Cambridge: Cambridge University Press. [PE1128 .C86 2014]

Kaplan. (2011). *Kaplan IELTS* (2nd ed.). New York: Kaplan Publishing. [PE1128 .I35 2011]

Grammar:

Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English* (4th ed.). Cambridge: Cambridge University Press. [PE1128 .M7775 2012]

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar* (4th ed.). New York: Pearson Longman. [PE1128 .A97 2009]

Vocabulary:

McCarthy, M., & O'dell, F. (2008). *Academic vocabulary in use*. Cambridge: Cambridge University Press. [PE1128 .M33 2008]

Schmitt, D., Schmitt, N., & Mann, D. (2011). *Focus on vocabulary 1: Bridging vocabulary* (2nd ed.). New York: Pearson Education. [PE1449 .S343 2011]

Schmitt, D., & Schmitt, N. (2011). *Focus on vocabulary 2: Mastering the academic word list* (2nd ed.). New York: Pearson Education. [PE1449 .S3432 2011]

Redman, S., & Zwier, L. J. (2010). *Vocabulary in use: Intermediate* (2nd ed.). Cambridge: Cambridge University Press. [PE1449 .R4394 2010]

McCarthy, M., O'dell, F., & Bunting, J. D. (2010). *Vocabulary in use: High Intermediate* (2nd ed.). Cambridge: Cambridge University Press. [PE1449 .M3935 2010]

OXFORD BOOKWORMS GRADED READERS

The Memorial Library also contains the Oxford Bookworms Collection for stages 4-6 for intermediate and advanced level English learners who want to build their reading confidence, improve their reading fluency (read more quickly), and improve their reading comprehension. The Oxford Bookworms Collections consists of famous stories from English literature that have been adapted for better understanding.

IEP students are encouraged to read these interesting and meaningful stories as part of their independent study. Some of the IEP instructors may also assign some of these stories as part of their assignments.

Below is the full list of Oxford Bookworms that are available for your reading pleasure. Just give the title of the story and the call number (next to title) to a library staff and they will help you locate it.

Level 4: Pre-Intermediate Level

Black Beauty- PE1126.A4 E83626 2008

When Black Beauty is trained to carry a rider on his back, or to pull a carriage behind him, he finds it hard at first. But he is lucky - his first home is a good one, where his owners are kind people, who would never be cruel to a horse. But in the nineteenth century many people were cruel to their horses, whipping them and beating them, and using them like machines until they dropped dead. Black Beauty soon finds this out, and as he describes his life, he has many terrible stories to tell.

Cranford- PE1126.A4 M3923 2008

Life in the small English town of Cranford seems very quiet and peaceful. The ladies of Cranford lead tidy, regular lives. They make their visits between the hours of twelve and three, give little evening parties, and worry about their maid-servants. But life is not always smooth - there are little arguments and jealousies, sudden deaths and unexpected marriages . . . Mrs. Gaskell's timeless picture of small-town life in the first half of the nineteenth century has delighted readers for nearly 150 years.

Desert, Mountain, Sea- PE1126.A4 L433 2008

Three different parts of the world, but all of them dangerous, lonely places. Three different women, but all of them adventurous and determined. Robyn Davidson walked nearly 3,000 kilometers across the Australian desert -- with a dog and four camels. Arlene Blum led a team of ten women to the top of Annapurna -- one of the highest mountains in the world. Only eight came down again. Naomi James sailed around the world alone, on a journey lasting more than 250 days.

Doors to a Wider Place: Stories from Australia- PE1126.A4 L53 2008

'When it came to football, Billy was different. Black hands grab the ball. Black feet kick the ball. Black hopes rise up with the ball to the sickly white sky. No one can stop him now. He forgets about the river, and the people of his blood . . .' But who can forget their own past? Billy finds that the ties which hold him to the people of his blood are strong indeed . . .

Dr. Jekyll and Mr. Hyde—*Best-seller* - PE1122.S74 S77 2007

You are walking through the streets of London. It is getting dark and you want to get home quickly. You enter a narrow side-street. Everything is quiet, but as you pass the door of a large, windowless building, you hear a key turning in the lock. A man comes out and looks at you. You have never seen him before, but you realize immediately that he hates you. You are shocked to discover, also, that you hate him. Who is this man that everybody hates? And why is he coming out of the laboratory of the very respectable Dr Jekyll?

Gulliver's Travels- PE1126.A4 W47 2008

Shipwrecked castaway Lemuel Gulliver's encounters with the petty, diminutive Lilliputians, the crude giants of Brobdingnag, the abstracted scientists of Laputa, the philosophical Houyhnhnms, and the brutish Yahoos give him new, bitter insights into human behavior. Swift's fantastic and subversive book remains supremely relevant in our own age of distortion, hypocrisy, and irony.

The Hound of the Baskervilles- PE1117.H68 N63 2008

Dartmoor. A wild, wet place in the south-west of England. A place where it is easy to get lost, and to fall into the soft green earth which can pull the strongest man down to his death. A man is running for his life. Behind him comes an enormous dog - a dog from his worst dreams, a dog from hell. Between him and a terrible death stands only one person - the greatest detective of all time, Sherlock Holmes.

Land of My Childhood: Stories from South Asia- PE1126.A4 W472 2008

'My brother preferred being with mother and me. He used to help us prepare vegetables in the kitchen or make the bread. But what he liked best was listening to my mother's stories.' But those childhood days are long gone, and now a great distance divides sister and brother, children and mother.

Little Women—*Best-seller*- PE1122.E83 L58 2007

When Christmas comes for the four March girls, there is no money for expensive presents and they give away their Christmas breakfast to a poor family. But there are no happier girls in America than Meg, Jo, Beth, and Amy. They miss their father, of course, who is away at the Civil War, but they try hard to be good so that he will be proud of his 'little women' when he comes home. This heart-warming story of family life has been popular for more than a hundred years.

Lord Jim- PE1126.A4 W5477 2008

A hundred years ago a seaman's life was full of danger, but Jim, the first mate on board the Patna, is not afraid of danger. He is young, strong, confident of his bravery. He dreams of great adventures - and the chance to show the world what a hero he is. But the sea is no place for dreamers. When the chance comes, on a calm moonlit night in the Indian Ocean, Jim fails the test, and his world falls to pieces around him. He disappears into the jungles of south-east Asia, searching for a way to prove himself, once and for all . . .

Lorna Doone- PE1126.A4 P46 2008

One winter's day in 1673 young John Ridd is riding home from school, across the wild lonely hills of Exmoor. He has to pass Doone valley - a dangerous place, as the Doones are famous robbers and murderers. All Exmoor lives in fear of the Doones. At home there is sad news waiting for young John, and he learns that he has good reason to hate the Doones. But in the years to come he meets Lorna Doone, with her lovely smile and big dark eyes. And soon he is deeply, hopelessly, in love . . .

Persuasion- PE1126.A4 W473 2008

At nineteen Anne Elliot refuses an offer of marriage from Frederick Wentworth, persuaded to do so by Lady Russell, a friend of her dead mother. Wentworth is a sailor, with no money and an uncertain future, says Lady Russell - just a nobody, certainly not worthy of a baronet's daughter. Eight years later Wentworth returns, a rich and successful captain, looking for a wife. Anne is still unmarried, but Captain Wentworth clearly prefers the company of the two Musgrove girls.

The Price of Peace: Stories from Africa- PE1126.A4 L532 2009

Careful, Connie, please. Your little sister's eyes are looking angry. Look at the sudden lines around her mouth. Connie, a sister is a good thing. Even a younger sister. 'Mercy, who are you going out with?' Connie gets an answer to her question, but it is not the answer she wants to hear. And what is the price of peace between sisters?

The Scarlet Letter- PE1126.A4 E83 2008

Scarlet is the colour of sin, and the letter 'A' stands for 'Adultery'. In the 1600s, in Boston, Massachusetts, love was allowed only between a husband and a wife. A child born outside marriage was a child of sin. Hester Prynne must wear the scarlet letter on her dress for the rest of her life. How can she ever escape from this public shame? What will happen to her child, growing up in the shadow of the scarlet letter? The future holds no joy for Hester Prynne. And what will happen to her sinful lover - the father of her child?

Silas Marner- PE1126.A4 W474 2008

In a hole under the floorboards Silas Marner the linen-weaver keeps his gold. Every day he works hard at his weaving, and every night he takes the gold out and holds the bright coins lovingly, feeling them and counting them again and again. The villagers are afraid of him and he has no family, no friends. Only the gold is his friend, his delight, his reason for living. But what if a thief should come in the night and take his gold away? What will Silas do then? What could possibly comfort him for the loss of his only friend?

A Tale of Two Cities—Best-seller- PE1122.M69 T35 2007

'The Marquis lay there, like stone, with a knife pushed into his heart. On his chest lay a piece of paper, with the words: Drive him fast to the grave. This is from JACQUES.' The French Revolution brings terror and death to many people. But even in these troubled times people can still love and be kind. They can be generous and true-hearted . . . and brave.

Thirty-nine Steps- PE1126.A4 B87 2008

'I turned on the light, but there was nobody there. Then I saw something in the corner that made my blood turn cold. Scudder was lying on his back. There was a long knife through his heart, pinning him to the floor.' Soon Richard Hannay is running for his life across the hills of Scotland. The police are chasing him for a murder he did not do, and another, more dangerous enemy is chasing him as well - the mysterious 'Black Stone'. Who are these people? And why do they want Hannay dead?

Three Men in A Boat- PE1126.A4 M793 2008

'I like work. I find it interesting . . . I can sit and look at it for hours.' With ideas like this, perhaps it is not a good idea to spend a holiday taking a boat trip up the River Thames. But this is what the three friends - and Montmorency the dog - decide to do. It is the sort of holiday that is fun to remember afterwards, but not so much fun to wake up to early on a cold, wet morning. This famous book has made people laugh all over the world for a hundred years . . . and they are still laughing.

A Time of Waiting: Stories from Around the World- PE1126.A4 W5479 2012

When did you last meet a polar bear, or go to a magician for help? These stories offer many different experiences. Some are strange, some are scary, some are sad, some are blackly funny. A few are shocking - when Lin Lin returns home for a funeral, she learns a dark and terrible family secret which may destroy her.

Treasure Island—Best-seller - PE1122.E83 T73 2007

'Suddenly, there was a high voice screaming in the darkness: "Pieces of eight! Pieces of eight! Pieces of eight!" It was Long John Silver's parrot, Captain Flint! I turned to run . . . ' But young Jim Hawkins does not escape from the pirates this time. Will he and his friends find the treasure before the pirates do? Will they escape from the island, and sail back to England with a ship full of gold?

The Unquiet Grave- PE1126.A4 H399 2008

If you find a locked room in a lonely inn, don't try to open it, even on a bright sunny day. If you find a strange whistle hidden among the stones of an old church, don't blow it. If a mysterious man gives you a piece of paper with strange writing on it, give it back to him at once. And if you call a dead man from his grave, don't expect to sleep peacefully ever again.

Washington Square- PE1126.A4 M396 2008

When a handsome young man begins to court Catherine Sloper, she feels she is very lucky. She is a quiet, gentle girl, but neither beautiful nor clever; no one had ever admired her before, or come to the front parlour of her home in Washington Square to whisper soft words of love to her. But in New York in the 1840s young ladies are not free to marry where they please. Catherine must have her father's permission, and Dr Sloper is a rich man. One day Catherine will have a fortune of 30,000 dollars a year . . .

Level 5: Upper-Intermediate Level

The Accidental Tourist- PE1126.A4 B37 2008

Everyday life in Baltimore, USA, is full of problems - getting the washing done, buying groceries and dog food, avoiding the neighbors . . . After the death of his son and the departure of his wife, Macon's attempts to run his own life become increasingly desperate - and more and more odd. Meanwhile, he has to get on with his work, writing tourist guides for business people. Then his dog Edward starts to bite people, and he has to send for Muriel, the dog trainer. And day by day, Macon's life gets more and more complicated.

The Age of Innocence- PE1126.A4 W375 2008

Into the narrow social world of New York in the 1870s comes Countess Ellen Olenska, surrounded by shocked whispers about her failed marriage to a rich Polish Count. A woman who leaves her husband can never be accepted in polite society. Newland Archer is engaged to young May Welland, but the beautiful and mysterious Countess needs his help. He becomes her friend and defender, but

friendship with an unhappy, lonely woman is a dangerous path for a young man to follow - especially a young man who is soon to be married.

The Bride Price- PE1126.A4 B55 2008

When her father dies, Aku-nna and her young brother have no one to look after them. They are welcomed by their uncle because of Aku-nna's 'bride price' - the money that her future husband will pay for her. In her new, strange home one man is kind to her and teaches her to become a woman. Soon they are in love, although everyone says he is not a suitable husband for her. The more the world tries to separate them, the more they are drawn together - until, finally, something has to break.

David Copperfield- PE1126.A4 W54729 2008

Please, Mr Murdstone! Don't beat me! I've tried to learn my lessons, really I have, sir!' sobs David. Although he is only eight years old, Mr Murdstone does beat him, and David is so frightened that he bites his cruel stepfather's hand. For that, he is kept locked in his room for five days and nights, and nobody is allowed to speak to him. As David grows up, he learns that life is full of trouble and misery and cruelty. But he also finds laughter and kindness, trust and friendship . . . and love.

Far from the Madding Crowd- PE1126.A4 W5473 2008

Bathsheba Everdene is young, proud, and beautiful. She is an independent woman and can marry any man she chooses - if she chooses. In fact, she likes her independence, and she likes fighting her own battles in a man's world. But it is never wise to ignore the power of love. There are three men who would very much like to marry Bathsheba. When she falls in love with one of them, she soon wishes she had kept her independence. She learns that love brings misery, pain, and violent passions that can destroy lives . . .

Great Expectations—Best-seller - PE1122.W467 G74 2007

In a gloomy, neglected house Miss Havisham sits, as she has sat year after year, in a wedding dress and veil that were once white, and are now faded and yellow with age. Her face is like a death's head; her dark eyes burn with bitterness and hate. By her side sits a proud and beautiful girl, and in front of her, trembling with fear in his thick country boots, stands young Pip. Miss Havisham stares at Pip coldly, and murmurs to the girl at her side: 'Break his heart, Estella. Break his heart!'

The Great Gatsby- PE1126.A4 W377 2013

Gatsby's mansion on Long Island blazes with light, and the beautiful, the wealthy, and the famous drive out from New York to drink Gatsby's champagne and to party all night long. But Jay Gatsby, the owner of all this wealth, wants only one thing - to find again the woman of his dreams, the woman he has held in his heart and his memory for five long years. The Great Gatsby, F. Scott Fitzgerald's masterpiece, is one of the great American novels of the twentieth century. It captures perfectly the Jazz Age of the 1920s, and goes deep into the hollow heart of the American Dream.

The Riddle of the Sands- PE1126.A4 H398 2008

When Carruthers joins his friend Arthur Davies on his yacht *Dulcibella*, he is expecting a pleasant sailing holiday in the Baltic Sea. But the holiday turns into an adventure of a different kind. He and Davies soon find themselves sailing in the stormy waters of the North Sea, exploring the channels and sandbanks around the German Frisian Islands, and looking for a secret - a secret that could mean great danger for England. Erskine Childers' novel, published in 1903, was the first great modern spy story, and is still as exciting to read today as it was a hundred years ago.

Sense and Sensibility- PE1126.A4 W54769 2008

Sometimes the Dashwood girls do not seem like sisters. Elinor is all calmness and reason, and can be relied upon for practical, common sense opinions. Marianne, on the other hand, is all sensibility, full of passionate and romantic feeling. She has no time for dull common sense - or for middle-aged men of thirty-five, long past the age of marriage. True love can only be felt by the young, of course. And if your heart is broken at the age of seventeen, how can you ever expect to recover from the passionate misery that fills your life, waking and sleeping?

Wuthering Heights—Best-seller - PE1122.W47 W88 2007

The wind is strong on the Yorkshire moors. There are few trees, and fewer houses, to block its path. There is one house, however, that does not hide from the wind. It stands out from the hill and challenges the wind to do its worst. The house is called Wuthering Heights. When Mr Earnshaw brings a strange, small, dark child back home to Wuthering Heights, it seems he has opened his doors to trouble. He has invited in something that, like the wind, is safer kept out of the house.

Level 6: Advanced Level

Barchester Towers- PE1126.A4 W547257 2008

Mrs Proudie, the warlike wife of the new Bishop of Barchester, brings the Reverend Slope into the Bishop's Palace to help dominate her husband and rule the local clergy. But Slope is a snake in the grass, determined to find a rich wife, to win advancement for himself, even to fight Mrs Proudie if necessary. Their battle becomes a furious dance, involving rich, pretty Widow Bold, angry Archdeacon Grantly, man-eating Signora Neroni, gentle Mr Harding, confused Parson Quiverful and his fourteen noisy children.

Gazing at Stars: Stories from Asia- PE1126.A4 W5475 2011

How fair is fair trade? When the American models leave the Malaysian island after their fashion shoot, they take away more than just photographs, and leave behind a family that will never be the same again. *Bookworms World Stories* collect stories written in English from around the world. These stories from China, India, Malaysia, and Singapore, are by writers Lui Hong, Attia Hosain, Preeta Samarasan, Hwee Hwee Tan, Ridjal Noor, Shashi Deshpande, Ovidia Yu, Nora Adam, Nirupama Subramanian, and Catherine Lim.

Jane Eyre- PE1127.L6 B76 2008

Jane Eyre is alone in the world. Disliked by her aunt's family, she is sent away to school. Here she learns that a young girl, with neither money nor family to support her, can expect little from the world. She survives, but she wants more from life than simply to survive: she wants respect, and love. When she goes to work for Mr Rochester, she hopes she has found both at once. But the sound of strange laughter, late at night, behind a locked door, warns her that her troubles are only beginning.

The Joy Luck Club- PE1126.A4 W376 2008

There are so many things that a mother wishes to teach her daughter. How to lose your innocence but not your hope. How to keep hoping, when hope is your only joy. How to laugh for ever.

This is the story of four mothers and their daughters - Chinese-American women, the mothers born in China, and the daughters born in America. Through their eyes we see life in pre-Revolutionary China, and life in downtown San Francisco; women struggling to find a cultural identity that can include a past and a future half a world apart.

Oliver Twist—Best-seller - PE1122.R64 O45 2007

London in the 1830s was no place to be if you were a hungry ten-year-old boy, an orphan without friends or family, with no home to go to, and only a penny in your pocket to buy a piece of bread. But Oliver Twist finds some friends - Fagin, the Artful Dodger, and Charley Bates. They give him food and shelter, and play games with him, but it is not until some days later that Oliver finds out what kind of friends they are and what kind of 'games' they play . . .

Passage to India- PE1126.A4 W48 2009

A mysterious incident at the Marabar Caves, involving Adela Quested, newly arrived from England, and Dr Aziz, an Indian doctor, leads to a drama that divides the British and Indian communities in anger, distrust, and fear. Forster's great novel brings to life all the dangers and misunderstandings of colonialism but, as Forster himself wrote, the story is about something wider than politics, about the search of the human race for a more lasting home, about the universe as embodied in the Indian earth and the Indian sky, about the horror lurking in the Marabar Caves...

Pride and Prejudice—Best-seller - PE1122.W47 P75 2007

'The moment I first met you, I noticed your pride, your sense of superiority, and your selfish disdain for the feelings of others. You are the last man in the world whom I could ever be persuaded to marry,' said Elizabeth Bennet. And so Elizabeth rejects the proud Mr Darcy. Can nothing overcome her prejudice against him? And what of the other Bennet girls - their fortunes, and misfortunes, in the business of getting husbands? This famous novel by Jane Austen is full of wise and humorous observation of the people and manners of her times.

Tess of the d'Urbervilles- PE1126.A4 W5478 2008

A pretty young girl has to leave home to make money for her family. She is clever and a good worker; but she is uneducated and does not know the cruel ways of the world. So, when a rich young man says he loves her, she is careful - but not careful enough. He is persuasive, and she is overwhelmed. It is not her fault, but the world says it is. Her young life is already stained by men's desires, and by death.

Vanity Fair- PE1126.A4 M795 2008

When Becky Sharp and Amelia Sedley leave school, their feet are set on very different paths. Kind, foolish Amelia returns to her comfortable home and wealthy family, to await a suitable marriage, while Becky must look out for herself, earning her own living in a hard world. But Becky is neither kind nor foolish, and with her quick brain and keen eye for a chance, her fortunes soon rise, while Amelia's fall. Greed, ambition, loyalty, folly, wisdom . . . Thackeray's famous novel gives us a witty and satirical picture of English society during the Napoleonic wars.

Student Organizations

Enrich your experience at Minnesota State Mankato by joining or creating a Recognized Student Organization (RSO). Participating in an organization provides opportunities for practical leadership experience, community involvement, and personal growth which enhance learning and your educational experience.

Recognized Student Organizations are supported by the University through use of campus facilities and services. Recognized Student Organizations are also eligible to request activity funds.

International Student Association (ISA)

The ISA is a diverse community established to provide programs to support and serve the needs of the 1000+ international students at MSU. The ISA engages with the wider MSU community over international issues through festivals, workshops, food fests, fun events, sports, ISA cafes, and enhances cultural diversity.

The office is located next to the Multicultural Center on the 2nd floor of the Centennial Student Union (CSU). Additional information about the ISA can be found at their website: <http://www.mnsu.edu/international/isa/>

Other Recognized International Student Organizations:

- African Student Association (ASA)
- International University of Grand-Bassam Alumni and Friend Network
- Japanese Intercultural Association (JIA)
- Korean Student Association (KSA)
- Middle Eastern Student Association (MESA)
- Saudi Arabia Student Association (SAA)
- Kuwaiti Student Organization (KSO)
- Eurasian Student Association (ESA)
- Bangladesh Student Organization (BSO)
- Pakistan Student Association (PSA)
- Nepali Student Community (NeStCom)
- Student Association of India (SAI)
- MavLankans

Adjusting to a New Culture

A frog sitting on the bank of a river sees a fish swim by and asks, "How's the water?" The fish looks up and replies, "What water?"

Culture is hard to define. On the surface we can observe the music, food, and holidays of a group of people. But below the surface, it becomes more difficult to determine the core values that influence how a group of people think and live from day to day (see Fig. 1 – Iceberg Diagram).

Students naturally understand the core values of their own cultures, but may have a hard time adapting to a new culture with different core values. As an international student at MSU-Mankato, you should expect to experience a lot of excitement as you initially experience American culture in this new place. However, as the year goes on, you should be aware that you may experience some "culture shock," or frustrations that come from cultural differences (see Fig. 2 - Cultural Assimilation Diagram). The teachers and staff at the Center for English Language Programs are here to assist you during this time of cultural transition. Additionally, there are many services listed in this handbook that can help you process through the emotions you are feeling during this adjustment.

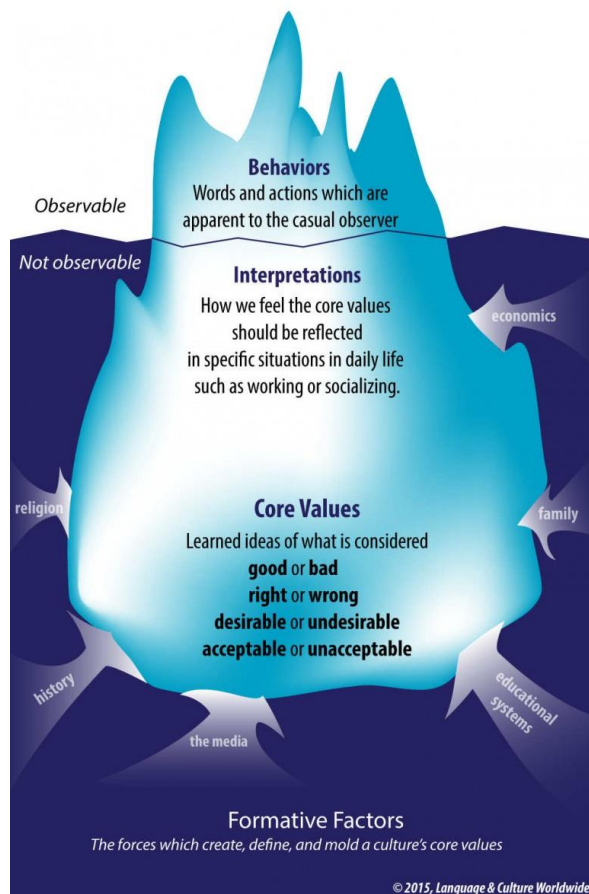
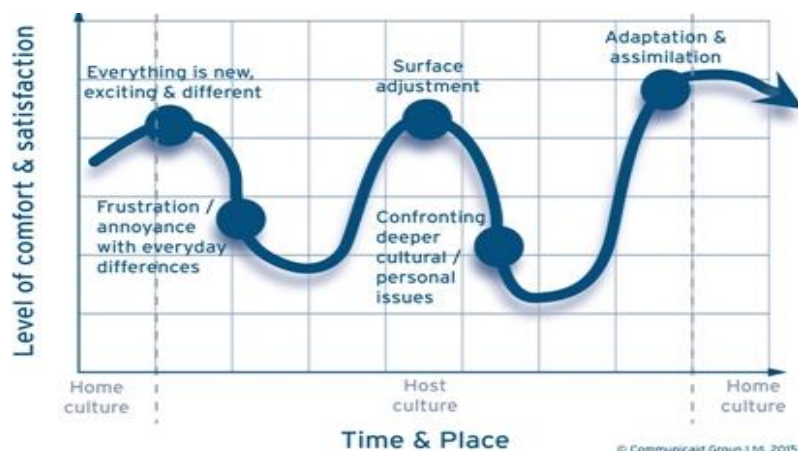


Figure 1 - Iceberg Diagram

Figure 2 - Cultural Assimilation Diagram



In order to be successful as a student at a U.S. University, there are a few aspects of American culture that you need to understand. The first is the idea of **individualism**. This means that the voice of the individual is often valued over the voice of the collective group. The second is the idea of **creativity**. This means that

expressing new and original ideas are often valued over repeating information that has been memorized. The third is the idea of **informality**. This means that the teacher-student hierarchy in U.S. culture is often less pronounced and more casual than in other cultures. Finally, there is the idea of **efficiency**. This means that time and organization are highly valued in U.S. culture. Read below for some tips and ideas about how you can adopt these core values in your work as a university student at MSU-Mankato.

Tips for Adjusting to U.S. University Culture

- When you borrow ideas from another author's work, make sure to cite your source. You need to give credit to someone else's ideas.
- As you study, you will need to do some memorization. But also try to formulate your own ideas and opinions about topics. You will be encouraged to express these.
- When you have a problem or a question, seek help. You can ask your professor or another student questions about your lessons.
- There will be structure in your classes, but also some freedom to make choices. Be ready for both.
- Don't be surprised if your professor is a little informal with the class. Even though most professors are very approachable, you should take care not to ask inappropriate personal questions like, "How much do you weigh?" or "Are you married?"
- Punctuality is highly valued, so arrive to class on time.
- In speaking and writing assignments, try to be succinct and well organized. In presentations, be direct and concise. In writing, present your main ideas clearly, followed by supporting details.
- Understand that there is a lot of diversity in U.S. universities. You will find students and teachers from many different backgrounds. You will also find many different mediums of instruction and learning formats.
- U.S. universities are often characterized as "learner-centered." This means that you should be prepared to take an active role in the class. The professor might do some lecturing, but will probably also facilitate activities for you to participate in.
- Be ready for professors to assess your learning in multiple ways. There will be tests, but also grades for participation, homework, projects, etc.
- Lastly, make friends with American students. They can help you navigate the waters of American culture and you can help them by sharing your perspective.

References

Shapiro, Shawna et al. *Fostering International Student Success in Higher Education*. TESOL Press, 2014.

Campus Services

International Student and Scholar Services (ISSS)

The ISSS serves nearly 1200 MSU international students from over 90 countries. It provides support services designed to assist international students with their academic, personal, financial, and immigration needs while offering educational and student life opportunities.

The ISSS is located in the Kearney International Center in the Centennial Student Union 250 (CSU 250) on the second floor.

Email: iss@mnso.edu

Tel: 507-389-1281

Website: <https://www.mnsu.edu/international/>

Multicultural Center

As part of Institutional Diversity, the Multicultural Center serves as a focal point for cross cultural programs and activities. It is a basic component of the cultural diversity retention effort where students can exchange, learn, and reinforce their cultural identity and existence and connect with students from diverse backgrounds.

The Multicultural Center is located in the Centennial Student Union 269 (CSU 269) on the second floor.

Email: ann.swartz-beckius@mnso.edu

Tel: 507-389-6300

Website: <http://www.mnsu.edu/cultdiv/isc/>

IT Solutions Center

The IT Solutions Center assists students in:

- Downloading free Windows 10 and free Microsoft Office 2016 (for Windows, Mac, Android, iPhone, or iPad): http://www.mnsu.edu/its/student_software/
- Activating their MavAccounts (username) mnsu.edu/its/userid
- Configuring their laptop for MavNET wireless access mnsu.edu/its/mavnet/
- Using and managing their MavMAIL space mavmail.mnsu.edu/
- Using and managing their MavDISK space mnsu.edu/its/started/mavdisk/
- Connecting to MavPRINT: mnsu.edu/its/started/mavprint/
- Installing System Center Endpoint Protection
- Provide instructions for removing spyware and viruses from their devices



Students with technology-related questions and needs can contact the IT Solutions Center by email, phone, or walk-in:

Service Desk: Academic Computer Center in the basement of Wissink Hall 121 (WH 121)

Email: itsolutionscenter@mnsu.edu

Tel: 507-389-6654

Website: <http://www.mnsu.edu/its/>

Student Health Services

Quality and affordable health care is never far away at MSU, and it's available to every student. An accredited on-site medical clinic with a full-service pharmacy, lab services and health education are all part of Student Health Services.

Clinic services include primary care, diagnostic lab, sports medicine, women's health, mental health, immunizations and international travel consults.



Student Health Services and Medical Clinic

Location: 21 Carkoski Commons (in the basement)

Tel: 507-389-6276

Website: <http://www.mnsu.edu/shs/>

Pharmacy

Location: 21 Carkoski Commons (in the basement)

Tel: 507-389-2483

Mandatory Student Health Insurance

The U.S. Department of State requires that international students be covered by a U.S.-based health insurance policy. To ensure that you are compliant with their regulations, Minnesota State University, Mankato requires that you purchase the health insurance offered here, which meets the U.S. Department of State minimum requirements for international students.

International students must purchase the Student Health Insurance Program before the semester begins or during orientation week for new students.

The benefits of the student health insurance plan for international students are listed on this web site: www.uhcsr.com. Go to “Find My School’s Plan” and search for Minnesota State University, Mankato and then click on “Policy Brochure – International Plan.”

For more information on student health insurance:

Student Health Services: Carkoski Commons 21

Kathy Grant, Insurance Coordinator

Telephone: 507-389-1432

Email: kathryn.grant@mnsu.edu

Counselling Center

The mission of the Counseling Center is to provide support to students in resolving personal, social, educational, and mental health concerns in order to increase student success and retention in the university within a welcoming environment that appreciates diversity and pursues social justice.

Counseling services are available only to students currently enrolled at Minnesota State Mankato, free of charge.

A feeling of trust and safety is critical for persons to grow and learn about themselves. Visits to the Counseling Center are private, and no one outside the center is given any information without a student's written permission. No information becomes a part of a student's academic record.

To make an appointment, stop by the Counseling Center in CSU 285 and complete initial paperwork. This will help the counselor begin to understand your concerns and life situation. During that initial appointment, you and the counselor will discuss and clarify your counseling needs.

Counselling Center

Location: Centennial Student Union 245 (CSU 245)

Tel: 507-389-1455

Website: <http://www.mnsu.edu/counseling/>

Accessibility Resources

The Accessibility Resources Office ensures that all students with cognitive processing challenges and disabilities have equal access to all opportunities at Minnesota State Mankato. The office coordinates accommodations for eligible students and serve as a resource for faculty, staff and the University community in their efforts to assure access for all.

Students with cognitive processing challenges and disabilities are encouraged to schedule an appointment with the staff of Accessibility Resources to discuss and diagnose their needs and develop an accommodation plan. The Accessibility Resources Office also assists faculty and staff in understanding the needs of students with cognitive challenges and disabilities and provides them with information about services, policies, procedures, and accommodation that they have to follow.

With supporting documentation, students may access a variety of individual services. Some services routinely provided include:

- Note taking
- Text in alternative format
- Alternative testing
- Early registration
- Assistive technology
- Extended test taking time



All information, correspondence and records are kept confidential.

Accessibility Resources

Location: Memorial Library 132 (ML 132)

Tel: 507-389-2825

Website: <http://www.mnsu.edu/access/>

Center for Academic Success (CAS)

Students can improve their academic performance when they use the services of the Center for Academic Success. Trained tutors can guide students through the process of writing an effective paper, preparing for an important exam, or completing a challenging assignment. Along the way, students of all abilities obtain the skills needed to become more confident about succeeding in their academic endeavors.

The tutors are available to assist students with writing, languages, math, science, and more. Come visit the Center, located in the lower level of the library, and learn how you can improve your study habits, acquire more effective academic skills, and achieve better grades. You can also visit the CAS website (see below) for some tips on how to improve your study habits so that you can succeed in a college environment.

The CAS is also responsible for administering the Math and English Accuplacer tests for regularly admitted students. When IEP students graduate from the IEP and achieve regular status, they will schedule the Accuplacer tests with the CAS.

Location: Memorial Library 125 (ML 125 in basement)

Tel: 507-389-1791

Email: academicsuccess@mnsu.edu

Website: <https://www.mnsu.edu/success/>

Career Development Center (CDC)

The Career Development Center is a great place to go to get help with career planning, choosing a major and the search for employment and internships. They will provide you with personality and interest tests to help you determine your strengths and interests for choosing a major. The CDC will also assist you with resumes, cover letters, and practice interviews.

Location: Wigley Administration 209 (WA 209)

Tel: 507-389-6061

Email: cdc@mnsu.edu

Website: <http://www.mnsu.edu/cdc/>

Women's Center

The mission of the Women's Center is to foster a healthy, safe, and engaging campus community by enabling the full and active participation of women students in both their personal and educational pursuits at Minnesota State University, Mankato. The Women's Center provides programs, connections, advocacy, services and leadership opportunities for all MSU students.

Location: Centennial Student Union 218 (CSU 218)

Tel: 507-389-6146

Website: <http://www.mnsu.edu/wcenter/>

University Security

University Security can be contacted any time 24 hours a day and 7 days a week.

Tel: 507-389-2111 (you can also call 911)

Website: <https://www.mnsu.edu/security/>

Life in Mankato



When you arrive in August, you will enjoy very nice summer weather in Mankato. The autumn equinox, September 22, marks the beginning of fall and from this day days get shorter. In October, leaves start turning color and in early November we may see the first gentle snow.

In the winter months, it is a good idea to pack a warm winter coat, hat, mittens or gloves, and scarf. Boots are also recommended. You may purchase these items in Mankato.

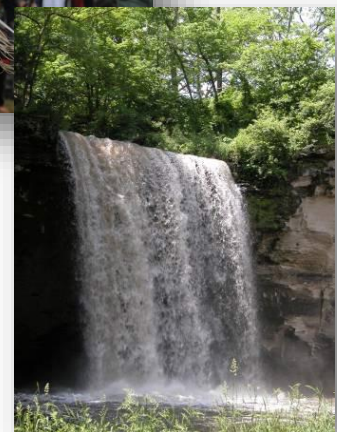


Average Temperatures in Mankato

C°	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
High	27	22	15	5	-3	-6	-3	3	13	21	26	29
Low	16	10	4	-4	-12	-16	-13	-6	2	9	17	16

Please also take a look at the following websites to learn about Mankato and Minnesota.

- [Maps of Mankato and the University](#)
- [Life in Mankato](#)
- [Events in Mankato](#)
- [Tourism in Minnesota](#)



Frequently Asked Questions (FAQs)

Q: Who can enroll in the Intensive English Program?

A: Our Intensive English Program is currently open to students who completed high school and score between 20 and 60 on TOEFL iBT test, or between 340 and 499 on TOEFL PBT test, or between 3.5 and 5.0 on IELTS test.

Q: How do I apply for the Intensive English Program?

A: The process is easy, and there is no essay required. Please see our [application link](#) for deadlines, a checklist of what is required to apply, and our online application process.

Q: I am studying at an English school in the U.S. Do I have to submit my TOEFL or IELTS score to study in the Intensive English Program?

A: Yes, please submit your TOEFL or IELTS score.

Q: I have not decided if I want to be an undergraduate student. Can I just take Intensive English Program courses without applying to MSU?

A: Yes. For more details on application process, please contact us.

Q: Can I be admitted to MSU after successfully completing the IEP Advanced level courses?

A: Yes. After successful completion of the advanced level with a 3.5 GPA or higher and with at least a B grade in each course, IEP students will automatically achieve regular admission.

Q: I want to enroll in a graduate school, but I have not achieved the required English test score yet. Can I study in the Intensive English Program?

A: Yes, you can study in the Intensive English Program if you satisfy all requirements to enroll in our program. However, you are not allowed to take graduate courses while studying in the Intensive English Program. Please also note that completion of Intensive English Program courses does not mean that you will be admitted to our Graduate School.

Q: How can I go to the next level?

A: For students who are taking Beginning, Low-Intermediate, or High- Intermediate level courses, they can take the next level if they achieve a semester GPA of 3.0 (B average), and meet attendance and Language Partners Program requirements.

Q: When do Intensive English Program classes start?

A: Intensive English Program classes follow the university calendar. Fall 2018 classes start the week of August 27. Spring 2018 classes start the week of January 14. See university calendar at the following link: <http://www.mnsu.edu/acadaf/calendars/>

Q: Does the Intensive English Language Program provide housing?

A: Students can choose to live on-campus in a residence hall or off-campus in an apartment. Please see the links below for more information:

On-Campus Housing: <http://www.mnsu.edu/reslife/>

Off-Campus Housing: <http://www.mnsu.edu/activities/housing/>

Q: I already have health insurance at home that I wish to use. Do I have to purchase the student health insurance?

Yes, you are required to purchase and use the Minnesota State Mankato student health insurance plan.