

**INTENSIVE ENGLISH PROGRAM  
GEORGIA STATE UNIVERSITY**



**STUDENT HANDBOOK**

(Updated August 2009)

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# WELCOME TO THE IEP AT GEORGIA STATE UNIVERSITY!

The IEP offers academic English courses from basic to advanced levels with a curriculum designed to prepare you for U.S. college & university courses. The IEP has experienced, professionally trained instructors in teaching English as a second language who are dedicated to providing you with excellent classroom instruction.

IEP students at GSU have access to all university facilities and events as well as the diverse cultural and social activities of Atlanta.

## MISSION STATEMENT

The mission of the Intensive English Program (IEP) at Georgia State University (GSU) is to provide non-native English speakers with opportunities to develop the language and cultural competence necessary to make their success at an American university an achievable goal. As one of a family of programs within the Department of Applied Linguistics/ESL, the IEP is uniquely positioned to deliver a high quality research-based curriculum to move students along a continuum of language acquisition in preparation for academic study in English. To this end, the program relies upon the scholarship and expertise of faculty, staff and graduate students within the department who contribute to the formulation, evaluation and delivery of a dynamic educational and social experience in a multicultural environment, and who acknowledge IEP students as valuable informants in an ongoing process of refining ESL pedagogy. To ensure that this process continues to enhance the IEP students' learning experience, the program is committed to providing professional development opportunities to both faculty and staff. The IEP is dedicated to fostering an international perspective within the Georgia State University community as well within the communities from which its learners come.

## FACULTY AND STAFF

Meredith Bricker, Lecturer

John Bunting, Lecturer

Cheryl Delk, Lecturer

Louise Gobron, Lecturer

Margareta Larsson, Lecturer

Debra Snell, Lecturer

Amanda Starrick, Lecturer

Dara Suchke, Lecturer

Cheryl Delk, Director

Janie Hardman, Admissions  
Coordinator and DSO  
(Designated School Official)

Daphne Orr, Student Services  
Coordinator

The IEP faculty is made up of 11-12 full-time instructors, 10-12 PhD students with MA TESOL backgrounds and a few MA graduate students from the Department of Applied Linguistics and ESL.

# GENERAL PROGRAM INFORMATION

## IEP CALENDAR

### Fall 2009

- The first day of IEP classes is Tuesday, August 18<sup>th</sup>
- HOLIDAYS: There are no classes on these days.
  - Monday, September 7<sup>th</sup> —Labor Day Holiday
  - Friday, October 9<sup>th</sup> – IEP Fall Break
  - Tuesday, November 24<sup>th</sup>-Friday, November 27<sup>th</sup>—Thanksgiving Holiday
- The last day (final exams end) is Friday, December 4<sup>th</sup>

**Please schedule travel plans around these dates. Early exams are not allowed.**

### Spring 2010

- Early registration for spring semester is November 19 and 20.
- Regular registration for spring semester is January 6.
- The first day of IEP classes spring semester is January 11.
- The last day of spring semester (final exams end) is April 30.

## PLACEMENT TESTING AND PROCEDURES

The placement exam includes the following sections:

- grammar
- reading comprehension
- listening comprehension
- writing

The placement exam includes English grammar, reading comprehension, listening comprehension and writing. The test is multiple-choice except for the writing section. In the writing section, you'll choose from two topics to write an essay. The exam lasts about two hours. In addition, you are interviewed on the second day of orientation to determine oral communication ability.

Students learn the results of the placement test on the second day of orientation after the oral interview when they meet with an advisor to receive their schedule of classes. Students also take diagnostic exams in their classes on the first day to confirm that their placement is accurate. In addition to this placement testing, the instructors of each class carefully evaluate new students during the first two weeks of the term. If an instructor feels a class is too easy or too difficult for the

student, the student's placement may change. These placement procedures and tests have proven to be extremely reliable and accurate.

Students who continue studying in the Intensive English Program and successfully pass their classes are promoted to the next level. Students who leave the IEP for a period of one year or more must take the placement exam again upon their return to the IEP.

Sometimes, students feel that they have been misplaced in their level. If you would like to request a level/class change, please speak with the Director or Student Services Coordinator and complete a "Request to Change Level/Class" form (see sample form in Appendix B). Submit the form to the IEP Director or Student Services Coordinator. **This form will not be accepted after the end of the first full week of classes.**

Please note: The IEP will not change your schedule for personal reasons only (i.e. you don't like one of the students in the class, you think you won't like the instructor, etc.).

### **COURSE DESCRIPTIONS**

Based on the placement test and an oral interview, students are placed into one of our five levels. The following is a brief description of each course. Please refer to Appendix A (page 49) for detailed Learning Outcomes of each course.

#### **Courses offered - Level 1, Level 2**

***Introductory Structure and Writing***  
***Oral Communication***  
***Oral Fluency***  
***Reading Skills***  
***Extensive Reading***

#### **Courses offered - Level 3, Level 4, Level 5**

***Structure and Composition***  
***Oral Communication for Academic Purposes***  
***Academic Writing for University Exams***  
***Reading and Listening for Academic Purposes***  
***Extensive Reading***

### **Levels 1 and 2**

#### ***Introductory Structure and Writing*** (6 course hours)

These courses help high-beginning and low-intermediate students build and use their knowledge of English grammar using a communicative approach. Students complete a variety of writing activities to develop both fluency and accuracy. These courses prepare students for the more academic writing tasks studied at higher levels of proficiency.

#### ***Oral Communication*** (3 course hours)

These high-beginning and low-intermediate courses focus on general oral communication skills, with attention to improving conversation skills, developing basic vocabulary, improving listening comprehension, and improving pronunciation.

#### ***Oral Fluency*** (3 course hours)

These courses provide high-beginning and low-intermediate level students with opportunities to improve oral vocabulary, grammar, and fluency through a variety of communicative activities.

#### ***Reading Skills*** (3 course hours)

These courses help high-beginning and low-intermediate students develop their reading skills to be effective learners. In addition to developing basic reading, students work on developing a self-

awareness of their personal learning styles and learning progress, building vocabulary, and recognizing main ideas and supporting details.

***Extensive Reading*** (3 course hours)

These courses focus on reading longer texts in order to develop reading fluency, vocabulary, and critical thinking skills. Students learn to manage reading larger chunks of text and develop strategies for learning new words. Critical thinking skills are strengthened through activities designed to explore ideas and themes in the texts as well as cultural themes relevant to the topics (e.g. using background knowledge, making connections to cultural topics, predicting, etc.).

**Levels 3, 4, and 5**

***Structure and Composition*** (6 course hours)

In these courses, intermediate/high-intermediate, and advanced students learn about different types of academic writing and about the grammar of academic writing. Through writing, revising, and editing of academic papers, students will practice the features that make for successful writing in university courses.

***Oral Communication for Academic Purposes*** (3 course hours)

These intermediate/high-intermediate/advanced courses focus on communicating orally for academic purposes and highlight the connections between speaking, listening, and pronunciation in academic settings. Students learn how to ask questions in class, respond to instructors' questions, and contribute during group work activities. Students also learn how to improve interaction with instructors and classmates in academic situations. Academic content material such as American government, geography, and speech communication is used.

***Writing for University Exams*** (3 course hours)

In addition to writing academic essays, university students must also be able to respond appropriately to exam questions based on course material. In these courses, students learn how to manage extensive academic reading, take reading notes, and understand and answer test questions (e.g., identification, short answer, and essay). Students also learn academic vocabulary needed to cite, compare, classify, define, exemplify, and show cause and effect to demonstrate comprehension. Academic content material such as earth science, anthropology, and U.S. history is used.

***Reading and Listening for Academic Purposes*** (3 course hours)

Students in university courses generally obtain information through both written and spoken text. These courses assist intermediate/high-intermediate/advanced students in developing their reading and listening skills to be effective learners. Students focus on improving their skills and knowledge in extensive academic reading, understanding academic lectures, taking reading and lecture notes, and understanding and answering test questions (matching, true and false, multiple choice, and short answer). These courses use academic content material such as intercultural communication, sociology, and psychology.

***Extensive Reading*** (3 course hours)

These courses focus on reading longer texts in order to develop reading fluency, vocabulary, and critical thinking skills. Students learn to manage reading larger chunks of text and develop strategies for learning new words. Critical thinking skills are strengthened through activities designed to explore ideas and themes in the texts as well as cultural themes relevant to the topics (e.g. using background knowledge, making connections to cultural topics, predicting, etc.).

## Information about the use of computers in the IEP

Computer literacy is an essential skill for university students. The IEP curriculum is designed to provide students with opportunities to increase their knowledge of computers and to use innovations in technology to enhance their language learning. In structure and composition classes, students meet weekly in computer labs to complete writing and grammar activities. Students are also expected to turn in word-processed papers. In reading/listening classes and academic writing classes, students use e-mail to complete assignments and to discuss the course content with their teachers and fellow classmates.

## WEEKLY CLASS SCHEDULES

### Fall and Spring Semesters

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b>9:00 – 9:50</b> Extensive Reading	<b>9:30 – 10:45</b> Reading/Listening Reading Skills	<b>9:00 – 9:50</b> Extensive Reading	<b>9:30 – 10:45</b> Reading/Listening Reading Skills	<b>9:00 – 9:50</b> Extensive Reading
<b>10:00--11:40</b> Structure/Composition	<b>11:00 – 12:15</b> Academic Writing Oral Fluency	<b>10:00--11:40</b> Structure/Composition	<b>11:00 – 12:15</b> Academic Writing Oral Fluency	<b>10:00--11:40</b> Structure/Composition
<b>12:00-12:50</b> Oral Communication		<b>12:00-12:50</b> Oral Communication		<b>12:00-12:50</b> Oral Communication

### Summer Semester

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<b>8:30 – 11:00</b> Structure/Composition	<b>8:15 – 9:45</b> Extensive Reading	<b>8:30 – 11:00</b> Structure/Composition	<b>8:15 – 9:45</b> Extensive Reading	<b>8:30 – 11:00</b> Structure/Composition
<b>12:00 – 1:15</b> Oral Communication	<b>10:00 – 11:50</b> Reading/Listening Reading Skills <b>12:30 – 2:20</b> Academic Writing Oral Fluency	<b>12:00 – 1:15</b> Oral Communication	<b>10:00 – 11:50</b> Reading/Listening Reading Skills <b>12:30 – 2:20</b> Academic Writing Oral Fluency	<b>12:00 – 1:15</b> Oral Communication

## HOW TO SUCCEED IN YOUR CLASSES

- Attend class every day.
- Don't be late.
- Pay attention.
- Have a positive attitude.
- Try hard.

- Don't be shy.
- Participate in class and group discussions.
- Do the homework and hand it in on time.
- Ask your teacher questions when you are confused or don't understand.
- Take notes in class.
- Study every day—don't wait until the last minute to study for a test.

### **TUTORING**

To help you succeed in your classes and improve your English, you can meet with a tutor to get extra help. You can ask your tutor for help with reading, listening, speaking, writing, grammar, pronunciation, vocabulary, and taking notes or any other aspect of English that you want help with. This tutoring service is free to all IEP students. Information about how to sign up for a tutor will be given out to you in class and announced in the IEP Newsletter.

# EVALUATING STUDENT PERFORMANCE

## GRADES

IEP course grades have the following meanings:

A+ (98-100%)	A (93-97%)	A- (90-92%)	superior work: advance to the next level
B+ (88-90)	B (83-87%)	B- (80-82%)	above average work: advance to the next level
C+ (78-79)	C (73-77%)	C- (70-72%)	average work: advance to the next level
D (60-69)			unsatisfactory work: must repeat the course*
F (below 59%)			unsatisfactory effort and work: must repeat the course*
W or WF			withdrawal from the course: must repeat the course*

In each course, you will receive a syllabus with information about homework assignments, presentations, essays, etc., and details about how your final grades will be calculated. Final course grades are available to you through GoSolar approximately two weeks after the completion of the semester.

## GRADE REPORTS AND CERTIFICATES

At the end of the semester, students will receive a grade report (see Appendix 3) which shows their final grade in each of their classes. This is an *unofficial* grade report. Students can request an official transcript from GSU through their GoSolar (see pages 20-21). Students who meet the attendance requirements at the end of the semester will receive a Certificate of Completion listing all courses in which s/he has received a "C-" or better. In addition, each student receiving "A"s in all classes will receive an Academic Achievement Award.

## MIDSEMESTER PROGRESS REPORTS

You will receive a mid-term progress report from each of your instructors in the middle of the semester. Grades are based on your assignments, tests, projects, etc. The syllabus in each class states the grading system each course uses.

## SCHOLASTIC WARNING

If you do not earn a grade of "C-" or better, you will be placed on Scholastic Warning. You must repeat this course(s) next semester (or whenever you next register for IEP courses).

## SCHOLASTIC SUSPENSION

If you do not receive a grade of "C-" or better when you repeat the course, you will be placed on Scholastic Suspension and will not be able to take IEP courses for one semester. However, you can return to good academic standing by successfully completing your IEP courses.

## GRADE APPEALS

According to the College of Arts and Science Student Grievance Policies and Procedures, students with concerns about their grades should try to resolve the issue by following these steps: meeting with (1) the instructor and IEP director, (2) the university ombuds, or with both the instructor and the director at the same time, (3) the departmental chair, or finally, (4) by submitting a formal letter of appeal to the department chair.

*For additional information about grade appeals, please refer to GSU's Official Student Handbook at: <http://www2.gsu.edu/%7Ewwwdos/codeofconduct.html>*

# STUDENT ACTIVITIES

There are many types of social and recreational activities available to the IEP students on campus and in the community. In particular, the IEP tries to offer activities that will also allow students to use the skills learned in their classes outside of class in a more informal way. Some of the cultural activities planned for IEP students each semester include the Martin Luther King, Jr. Center, the Atlanta Botanical Gardens, a tour of the Georgia Capitol Building, the Coca Cola Center, the Atlanta Aquarium, the CNN Center, the Oakland Cemetery, an NBA Hawks game, an Atlanta Braves game, and an NHL Thrashers. The IEP also provides service learning opportunities for its students by planning trips to visit a retirement home and the Boys and Girls Club. During these activities, IEP students interact with residents of a local retirement home and the children attending the Brookhaven Boys and Girls Club.

## IEP RECEPTIONS

In the beginning of each semester there is a welcome reception for all IEP students, instructors, and staff to meet one another. There is also an "End of Semester" reception on the last day of each semester. At this reception, many students receive awards for perfect attendance. Students also have the opportunity to participate in the IEP Talent Show.

## IEP NEWSLETTER

Each Friday you will receive the IEP Newsletter in your Structure and Composition class. The IEP Newsletter announces the various activities that will take place in the next week. Specific information about activities such as meeting place and time and cost are included in each announcement. Each semester's activities are also posted on the IEP website ([www.gsu.edu/iep](http://www.gsu.edu/iep)), and a monthly calendar is posted on the IEP bulletin board located in the IEP office.

## ICE—INTERCULTURAL CONVERSATION EXCHANGE

The IEP also has weekly discussion groups each semester called "ICE--Inter-cultural Conversation Exchange". Some of the topics discussed include culture shock, politics, dating, proverbs, cultural values, etc. These weekly meetings provide an informal opportunity to practice your oral communication skills, get more in-depth on subjects affecting students while living in the United States, get to know others in the IEP, and have lots of fun!

## B.U.D.I. PROGRAM

The IEP collaborates with GSU's Office of Student Life and Leadership in the "B.U.D.I. Program". This is a conversation partner program, which pairs an American student with an international student. For more information about this program, please see the IEP Newsletter or speak with Daphne Orr ([dorr@gsu.edu](mailto:dorr@gsu.edu)).

# PROGRAM POLICIES AND PROCEDURES

## ATTENDANCE POLICY

In order to make progress and get good grades, it is very important to attend class regularly. In addition, students with F-1 visas must be full-time (18 hours) and attend regularly in order to remain in status with the USCIS (United States Citizenship and Immigration Services). Students who fail to meet the guidelines of the IEP attendance policy and attendance requirements may lead to withdrawal from classes. Withdrawal from class means that you are dropped from the course roll and are not permitted to return to class.

### Fall and Spring Semesters

If you attend all your classes 85% of the time (4 or fewer absences in a TTh class, and 7 or fewer absences in a MWF class),	→	you will receive a <i>Certificate of Completion</i> at the end of the semester.
If you are absent 5 times in a TTh class or 8 times in a MWF class,	→	you will NOT receive a <i>Certificate of Completion</i> at the end of the semester <u>and</u> you will be placed on Attendance Probation <sup>1</sup> for the next semester in which you enroll.
If you are absent 7 times in a TTh class and 10 times in a MWF class and have <i>not</i> provided the Student Issues committee with documentation regarding your absences,	→	the IEP office will attempt to contact you via phone, email and a letter sent via the U.S. Postal Service to your U.S. mailing address regarding your impending withdrawal.
If you do not contact the office in response to our telephone/written communication within 7 business days,	→	you will automatically be withdrawn from class. F-1 students will be considered <i>out of status</i> and will be required to leave the country.

### Summer Semester

If you attend all your classes 85% of the time (3 or fewer absences in a TTh class, and 5 or fewer absences in a MWF class),	→	you will receive a <i>Certificate of Completion</i> at the end of the semester.
If you are absent 4 times in a TTh class or 6 times in a MWF class,	→	you will NOT receive a <i>Certificate of Completion</i> at the end of the semester <u>and</u> you will be placed on Attendance Probation for the next semester in which you enroll.
If you are absent 6 times in a TTh class and 8 times in a MWF class and have <i>not</i> provided the Student Issues committee with documentation regarding your absences,	→	the IEP office will attempt to contact you via phone, email and a letter sent via the U.S. Postal Service to your U.S. mailing address regarding your impending withdrawal.
If you do not contact the office in response to our telephone/written communication within 7 business days,	→	you will automatically be withdrawn from class. F-1 students will be considered <i>out of status</i> and will be required to leave the country.

### ***Absences***

All absences are counted; even those caused by medical, legal, or family emergencies. There are no excused absences.

### ***Tardiness***

Also, you must arrive on time. If you are not on time, you are tardy. Being tardy four times is considered one absence. A tardy of 20 minutes or more is an absence.

### ***Certificates of Completion***

Certificates of Completion will *not* be granted to students who do NOT meet the attendance requirements and/or appeal process.

### ***Appealing an Absence***

If you are hospitalized or very sick, you may appeal an absence(s) by writing a letter to the Student Attendance Committee and submitting it with documentation to Daphne Orr (Student Services Coordinator) at dorr@gsu.edu. If your appeal is accepted, the absence(s) will not be counted. Letters of appeal should be submitted **as soon as possible** (after the absence occurs), and no later than the day before final exams begin.

### ***Attendance Probation***

Students who have attendance problems are put on "Attendance Probation" in the next semester in which they are enrolled. Students on Attendance Probation who exceed the minimum number of allowable absences in any class will be subject to immediate withdrawal from class(es) which may result in loss of status for the F-1 visa (i.e. students must leave the country immediately).

## **COMPLAINTS & GRIEVANCE PROCEDURE**

If you are really unhappy about something in the IEP and you are not able to talk to us about it, or you have talked to us and you are not happy with the solutions offered, you may also follow a formal grievance procedure.

If you believe that you have been treated unfairly in any area, or are dissatisfied with something in the IEP, you should first discuss the problem with the person most directly involved: teacher, support staff or administrator. Talking directly with the person involved is not only the quickest way to a solution but also the way most frequently followed by U.S. students.

We will listen to your problems and/or complaints, and we will make every attempt to resolve the issue in a satisfactory way. IEP teachers are open to suggestions. Please ask your teacher if you need help, if you have a question or concern about the class, or if you want suggestions about the best way to learn English. It is best to speak with the teacher outside of class during office hours. Each teacher's office hours are posted near their desks and should be printed on the class syllabus.

If talking to the teacher cannot solve the problem (or if you really do not want to talk to the teacher yourself), you should then discuss the problem with the IEP Director or Student Services Coordinator.

In summary, if you have a complaint or a problem, follow these steps:

1. Discuss the problem with the person most directly involved: teacher, student worker, staff or administrator.
2. If this is not possible, discuss the problem with the Director or Student Services Coordinator.
3. If the problem continues, the Director will tell you what other options are open to you.

## **Written Grievances**

If you would like to make a written grievance, email or write the Director or Student Services Coordinator directly.

Cheryl Delk, IEP Director, [cdelk@gsu.edu](mailto:cdelk@gsu.edu)

Daphne Orr, Student Services Coordinator, [dorr@gsu.edu](mailto:dorr@gsu.edu)

All written grievances will be forwarded to the Director with any documentation of any action taken. The Director will keep a file of grievances and their resolutions.

Privacy Statement: All grievance information is shared only with those people concerned and kept on file available to the IEP Director.

*For additional information, please refer to GSU's Official Student Handbook at:*  
<http://www2.gsu.edu/%7Ewwwdos/codeofconduct.html>

# PROGRAM PAYMENT AND REFUND POLICIES

## PAYMENT

- Payment is due in full on  
**Monday, August 17<sup>th</sup>, between 9:00 a.m. and 2:00 p.m.**
- Pay in person at Sparks Hall, Room 100, by:
  1. cash
  2. check (make checks payable to *Georgia State University*; checks must have account number encoded)
  3. money order (payable to *Georgia State University*) for the exact amount
- Or pay on-line by:
  1. You may pay on-line with WebCheck (you must have a checking account in the U.S.) or with a credit card: MasterCard, Discover, or American Express (No VISA).
  2. If you pay with a credit card, you will be charged a 2.75% service fee.

When you meet your advisor during registration, you will receive more information about how to pay and get your class schedule.

## Tuition and Fees for Fall 2009

Course Hours	IEP tuition	Add GSU fee + \$614	Add Institutional Fee +\$100	Add health insurance (F & J visas only) + \$379
3 hours	\$ 501	\$1115	\$1215	\$1594
6 hours	\$1002	\$1616	\$1716	\$2095
9 hours	\$1503	\$2117	\$2217	\$2596
12 hours	\$2004	\$2618	\$2718	\$3097
15 hours	\$2505	\$3119	\$3219	\$3598
18 hours	\$3006	\$3620	\$3720	\$4099

\*\*Note: There is a \$5.00 fee for registration in the 0700 (Oral Communication) course.

## REFUNDS

### Fees

- No refund for GSU fee or insurance before the first day of class (August 18).

### Tuition

- 100% tuition refund if you withdraw from any or all classes before the first day of class (August 18).
- 75% tuition refund if you withdraw from any or all classes on or before the end of the first week of classes (August 21).

- 50% tuition refund if you withdraw from any or all classes on or before the end of the second week of classes (August 28)
- No tuition refunds after the second week of the classes has ended.
- No tuition refunds are given if the withdrawal is due to classroom policy violations.

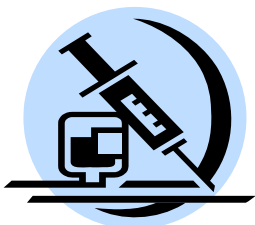
If you withdraw from any or all classes and are entitled to a refund, GSU's Student Accounts will process your refund. You have the option of having your refund deposited directly into your bank account or having your refund check mailed to your home. It is your responsibility to contact Student Accounts (100 Sparks Hall) and tell them how you would like to receive your refund.

### **TRANSFERRING TO ANOTHER SCHOOL BEFORE COMPLETING THE SEMESTER**

If you (1) enter the USA with an I-20 from the Intensive English Program at Georgia State University; (2) transfer from another school/program and receive an I-20 from the IEP at GSU; (3) extend your GSU IEP I-20; or (4) early register for IEP classes and then decide to withdraw or transfer before attending first/following semester, there is a \$500.00 withdrawal fee payable by check, money order or credit card only. When payment has been made and an admission letter and transfer form from the new school has been received, the Intensive English Program will transfer your record to the new school. We cannot transfer any student until all outstanding fees are paid in full.

# UNIVERSITY POLICIES

## IMMUNIZATION REQUIREMENT



Before registering for classes, all students must provide the immunization office with proof that they have been immunized against measles, mumps, and rubella (MMR), tetanus-diphtheria, varicella, and hepatitis B (if 18 years or younger). Immunizations are available at the Health Clinic ([www.gsu.edu/health](http://www.gsu.edu/health)).

**Immunization** means protection against diseases. Georgia State University (and the state of Georgia) requires all students to be immunized against these

diseases.

### Completed

**You may register for classes.** You have completed the immunization requirement.

### Pending

**You may register for classes.** You have partially completed the immunization requirement. This means that you must receive a second vaccination (shot) or take a blood test to show immunization before you can register next semester.

### No Information

**You may not register for classes.** You have not completed the immunization requirement. You must complete a Certificate of Immunization in the next two days. If you do not have a certificate, please ask for one. The following information will help you complete the certificate:

#### ***Your personal information:***

- Full name
- Date of Birth
- Local address (if available)
- The Doctor's office /clinic address **stamp and signature**

#### ***Proof of Vaccinations:***

- Two dates for Measles vaccine
- One date for Rubella vaccine
- One date for Mumps vaccine
- Tetanus-Diphtheria documented within the last 10 years
- Varicella a completed shot record (2 doses), OR by a Varicella Titer (blood test) OR by a doctor's signature and stamp showing the date the patient had the Varicella disease
- Hepatitis B – 3 doses of Hepatitis B vaccine, with documented dates

Proof of Immunity by Blood Test: The GSU Health Clinic also accepts proof of immunity by blood test to Measles, Mumps, Rubella, and Varicella with a **copy of the actual lab report!**

### **If your medical records are not acceptable or if you do not have medical records, you can**

- receive the vaccines, or
- take a blood test to prove that you are immune to Measles, Mumps, Rubella, and Varicella .

### **These services are available in the GSU Clinic (University Commons, 141 Piedmont Ave., Ste. D). The prices are:**

- MMR (Measles, Mumps, Rubella) vaccine - \$48 (series of 2 shots required)
- Rubella vaccine - \$20 (if you already are vaccinated for measles and mumps)
- Tetanus-Diphtheria - \$40
- Varicella - \$95 each (two required)

- Hepatitis B - \$42 each (three required) This is only required if you are 18 years old or younger.
- Immunity (blood test) for MMR (all three) - \$37
- Immunity (blood test) for Rubella - \$10
- Immunity (blood test) for Measles - \$20
- Immunity (blood test) for Mumps - \$17
- Immunity (blood test) for Varicella - \$17
- Immunity (blood test) for Hepatitis - \$23

For questions or more information, please contact the Immunization Nurse at the GSU Clinic.

### **ACADEMIC HONESTY**

At all American universities and colleges academic honesty is expected. Cheating on assignments and/or exams and plagiarism are very serious offenses and are punishable. This will be discussed further in each of your classes and syllabi. Below is a sampling from *The Official Student Handbook for Georgia State University* ([http://www2.gsu.edu/%7Ewwwdos/codeofconduct\\_conpol.html#2](http://www2.gsu.edu/%7Ewwwdos/codeofconduct_conpol.html#2)):

#### **Plagiarism.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

#### **Cheating on Examinations.**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

### **FERPA (FAMILY EDUCATIONAL AND PRIVACY RIGHTS)**

"FERPA" means the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. In short, Georgia State University employees are prohibited by law from sharing the following information with anyone other than the student: social security numbers, student identification number, race, ethnicity, and/or nationality; gender, transcripts, and grade reports.

# **APPLYING TO GEORGIA STATE UNIVERSITY**

Your admission is to the Intensive English Program only. You must submit a separate application to Georgia State University for all degree programs. Workshops are held in the beginning of the semester to introduce you to the application process for undergraduate and graduate degrees. Specific dates and times for the workshops are announced in the IEP Newsletter.

Undergraduate and most graduate application deadlines are:

<b>Fall Semester</b>	<b>March 1</b>
<b>Spring Semester</b>	<b>October 1</b>
<b>Summer Semester</b>	<b>March 1</b>

# COMPUTING, EMAIL, AND GOSOLAR

## COMPUTER ACCESS



You need computer access and an e-mail account to complete classroom assignments and to communicate with your teachers via e-mail. All students have a GSU email address and the IEP and GSU will send you messages to this address. If you already have an email account, you can have your GSU email forwarded to your current account.

Your CampusID and password are very important and useful to you as a GSU student. You will use them to access your GSU email, access the computing network at GSU, and access your GoSolar account. Your CampusID is usually the first initial and your last name plus a number that is written on your acceptance letter from the IEP (For example: jsmith1). You will need to create a password when you activate your CampusID (directions below). Please memorize your CampusID and password.

## TO ACTIVATE YOUR GOSOLAR ACCOUNT

Your CampusID and password is the same login/password you currently use for your official Georgia State e-mail account and the Georgia State computer labs.

If you have not already activated your campus ID, please go to <https://www.gosolar.gsu.edu/webforstudent.htm> and click on “CampusID Self-service”.

Then click on “Activate Your CampusID”. If you have a Social Security Number, please do not use it; use your Panther Number.

If you do not have a Social Security Number, click on [Click here if you do not have a Social Security Number](#). You will then be asked for your name, birthday, and Panther #. Remember, your Panther # is the number on your GSU ID (Panther Card) such as 001-17-1234. You will then be asked to choose 5 security questions and provide answers. Once you do that, you will be asked to create a password. Your password must meet the following password complexity rules:

- passwords may not be re-used
- 8 - 32 characters in length
- must start with a letter
- at least one lower case letter
- at least one upper case letter
- at least one number
- passwords expire every 120 days

Once you have set your new password, you can access your GoSolar using your CampusID and your new password.

## WHAT YOU CAN DO WITH GOSOLAR ACCOUNT

You will use your GoSolar account for the following reasons:

***Keeping your address updated***—remember, if you are an F-1 visa holder, you **MUST** report any address change within 10 days of the change. You can do this through your GoSolar account. Not reporting address changes within 10 days violates your visa compliance and can cause you to lose your visa status.

**Accessing your schedule**—you can view and print your schedule through your GoSolar account.

### ***Viewing and requesting copies of your GSU transcripts***

**Payment of your tuition and fees**—you can pay your tuition and fees and view your account by using your GoSolar account

**Teacher Evaluations**—at the end of each semester, you have the opportunity to evaluate your instructors. You will not have access to your grades until you have evaluated each of your instructors through your GoSolar account

**Application status to GSU**—if you choose to apply to GSU as an undergraduate or graduate student, you can track your application status using your GoSolar account.

### **To access the GSU computer network:**

1. Go to <http://www.student.gsu.edu/network/started.html> and click on **Step 2: Get your Network Account Login Information here.**
2. Enter your CampusID and password.
3. Follow the prompts to get your username and password.

### **GSU EMAIL**

All students have a GSU email address. The IEP and GSU will send you messages to your GSU email address. **You must check your GSU email account regularly (every day, or at least every other day), so you don't miss important messages from the IEP, International Student and Scholar Services (about your visa and status), and other GSU offices.**

If you already have an email account (Yahoo, Hotmail, etc.), you can have your GSU email forwarded to your current account. Directions are below.

### **To get your GSU email address and password the first time:**

1. Go to <http://www.gsu.edu> and click on the "Web Mail" icon in the upper right corner.
2. Click on "E-Mail for Students"
3. Click on "Getting Started" in the middle of the text.
4. Click on "Step 2: Get Your Network Account Login Information Here"
5. Enter your CampusID and password. Your username and password will appear.

### **To forward email from your GSU email address to your current account:**

1. Login to you email. (See "Email Login" at the top of the screen; enter your username and password)
2. Click on the **Options** icon (near the exit door icon at the top). Then select **Mailbox Management.**
3. Under **Forward all new messages**, select **Yes.**
4. If you want to keep copies of your messages in your student mailbox, select **Yes** for the **Keep Copy** option. Note: This is not recommended. If you do this your mailbox can fill up without your knowing it.
5. In the **Forward to** field, provide one or more email addresses where you want to forward your messages. List one email address per line.

6. Click **Save** to save your changes.

### **LOCKERBOX**

Your Lockerbox is your personal storage space on the University's Novell network. The features of your Lockerbox are:

- 50 MB of space (separate from the email space)
- The ability to save directly into it from a program or drag and drop files into it
- To access your Lockerbox when you are off-campus, go to <https://elocker.student.gsu.edu/>
- To access your Lockerbox when you are using a campus computer, go to <https://www.student.gsu.edu/network/computers.html>

Your Lockerbox is available after you register.

# RESOURCES AT GEORGIA STATE UNIVERSITY

## PANTHERCARD (Student ID card)

The **PantherCard** is your student identification card. You need a PantherCard to use university facilities, such as the library, recreation services, the computer labs, and university parking.



### To obtain your PantherCard:

1. Pay tuition and fees for the semester.
2. After paying, wait two business days and then go to the PantherCard Office and show the assistant an identification card that has your picture, such as a driver's license or a passport.
3. The PantherCard Office will take your photograph for the student identification card. You do not need to supply your own photographs.

**\*\*You will not have access to any of the facilities at GSU until you have paid your tuition and fees.**

**Panthercard Office Location:** 213 University Bookstore Building

## CROSS-CULTURAL ADJUSTMENT

Living in another country is a challenging, stimulating and sometimes difficult process. You have left not only your family and friends but also your surroundings, customs and native language. You must adjust to many new things at once. The potential to grow and learn from this experience is great, but it takes courage, effort, patience and perseverance. Everyone who lives in a new country can expect to experience several stages of adjustment to the new culture although each person will experience them differently. Understanding these stages and recognizing them as normal may help you adjust to your new environment.\*

### Great Expectations

Stage 1 -- In the beginning, everything is interesting. You are excited and intrigued by all the new people and things around you. You feel very positive about the new country, its people and its culture. Some people call this the "honeymoon period." You expect that everything will go very well for you in your new surroundings.

### The Letdown

Stage 2 -- The differences between your culture and the new culture are troubling. Little difficulties and frustrations become major stumbling blocks. You may feel bored, homesick or irritable. You may

eat or drink too much, or lose your appetite completely. You may want to sleep all the time or be unable to concentrate on your work. You may even feel physically sick. You probably will feel angry at people around you, especially citizens of the host country. You will most likely feel that your country's lifestyle and culture are superior. These are all normal reactions to the experience of living in a new culture.

### **Gradual Adjustment**

Stage 3 -- Slowly, you begin to feel more at home in the new country. The culture seems more familiar as you develop a better understanding of it. You notice new clues to the culture, and you learn how to interpret them. You feel less alone, and your sense of humor returns.

### **Adaptation & Biculturalism**

Stage 4 -- Complete adaptation to the new culture can result in the ability to function in two cultures – your native culture and your adopted culture – with confidence. You will enjoy many aspects of participating in the new culture so much that you may experience adjustment difficulties when you return home. This, too, is a normal part of the experience of living in a new country.

\*This description has been adapted from *Survival Kit for Living Overseas* by L. Robert Kohls.

### **Suggestions to help face cross-cultural adjustment:**

1. Listen and observe before you make certain evaluations and judgments.
2. Ask questions if you do not understand something. Repeat and rephrase what is said so that you are sure of the answer.
3. Do not be afraid to try new things. The more curiosity you have and the more you explore, the more you will learn.
4. Keep your sense of humor. It will be easier for you to deal with any frustration and anxiety if you can laugh at your own mistakes.
5. Become involved. The more you get involved in meeting people and participating in activities, the more you learn and develop new friendships.

## **COUNSELING CENTER**

University students can face a variety of changes, problems and important decisions. Typical concerns include: managing time, developing more satisfying relationships, increasing self-awareness, building self-confidence, resolving conflict, and dealing with change. In coping with these issues, many individuals feel stressed, confused, anxious and alienated. International students, in particular, face a lot of new changes because they are in a completely new environment with a new language. If you would like to speak with a professional counselor about any of these issues, the GSU Counseling Center is available to you free of charge. Their information is:

Location: Citizen's Trust Building (Next to the University Commons)  
75 Piedmont Ave, N.E.  
Suite 200A - Counseling & Testing Center  
Suite 240 - Student Health Promotion

Phone: (404) 413-1640

## **MEDICAL SERVICES**

Georgia State University's Health Services Department is located in the University Commons, 141 Piedmont Ave., Suite D ([www.gsu.edu/health](http://www.gsu.edu/health)). The clinic is open Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday 8:00 a.m. to 5:00 p.m. and addresses minor medical problems

such as cases of the common cold, flu, earaches, and minor cuts and bruises. More severe medical problems may require the services of a private physician or hospital. To receive such services, you will have to present your current student ID card. For medical emergencies of campus, contact campus security at 404-413-2100.

### **BOOKSTORES**

The Georgia State University bookstore is your official headquarters for textbooks, course packs, class supplies, university insignia merchandise, regalia, gift items, general books, software and snacks. The University Bookstore accepts cash, checks, PantherCash, and most major credit cards.

Location: University Bookstore Building, 3rd floor  
Phone: (404) 413-9700  
E-mail: [bookstore@gsu.edu](mailto:bookstore@gsu.edu)

For hours of operations, please visit the University Bookstore website:  
<http://www2.gsu.edu/~wwwaux/retailservices/bookstore.htm>.

### **LIBRARIES**

All IEP students have full access to the resources available in the University Library. The University Library is made up of Library North and Library South, which are connected by a bridge on floors 3-5. To borrow books from the library on campus, present the book or books that you wish to check out and your GSU identification (PantherCard) card at the circulation.

Location: 100 Decatur Street SE, on the University Plaza  
Phone: (404) 413-2800.

The hours of operation are:

Monday - Thursday	7:30am - 12:00am
Friday	7:30am - 8:00pm
Saturday	9:00am - 6:00pm
Sunday	10:00am - 10:00pm

For more information about the library, including their online resources, visit their website at <http://www.library.gsu.edu/>

### **GSU COMPUTER LABS (Normal Semester Hours)**

- 109 Library South (Main Lab) - Monday - Thursday, 7 am - Midnight  
Friday, 7 am - 11 pm  
Saturday, 9 am - 11 pm  
Sunday, Noon - 11 pm
- 200 Art & Humanities- Monday - Friday, 9 a.m. - 9 p.m.
- 120 Kell Hall- Monday – Thursday, 9 a.m. – 5 p.m.
- Aderhold Learning Center – ground level- Monday – Thursday, 7:30 a.m. – 10 p.m.

Friday, 7:30 a.m. – 5 p.m.

- Digital Aquarium – High End Multimedia Lab, Student Center Room 390  
Monday – Friday, 10 a.m. – 7 p.m.  
Saturday – Sunday, 12 p.m. – 5 p.m.

### **THE RECREATION CENTER AT GSU**

Included in your University fees is a membership to the Student Recreation Center. The state-of-the-art “Rec center” facilities include weight rooms, cardio machines, an indoor track, a rock climbing wall, basketball courts, covered tennis courts, racquetball/squash courts, a swimming pool, locker rooms and showers. You can also sign up to take a variety of physical education classes, such as yoga, kick boxing, weight lifting, step aerobics. The intramural sports program allows students to sign up for a variety of sports teams depending on the season, including basketball, soccer, volleyball, badminton, etc. For more information about the facilities or to take a virtual tour, visit their website <http://www2.gsu.edu/~wwwwrec/>. You can also view the latest “Rap-Up”, the Rec Center’s guide to the semester’s classes, hours of operation, programs, and policies.

#### **Touch the Earth Program**

The Recreation Center also has a “Touch the Earth” program which is an outdoor program for students and staff of all skill levels to learn backpacking and hiking skills, go white-water rafting, learn fly-fishing, go horse-back riding, and more. There are many day trips, overnight trips, and extended trips available to give students the opportunity to explore the outdoors outside the city of Atlanta as well as interact with others in the GSU community.

#### **Indian Creek Pool**

The Indian Creek Recreation Area at 900 South Indian Creek Drive in Stone Mountain offers the Georgia State community a large swimming pool and snack bar (summer semester use only), the large rustic Indian Creek Lodge, picnic grounds, sand volleyball court, tennis courts and Challenge Program ropes course. Picnic areas and tennis and sand volleyball courts are available daily, year-round, on a first-come, first-served basis. The ICRA pool is open Memorial Day weekend through Labor Day weekend. For more information, contact Judi Moss (404-413-1750).

### **CAMPUS ACTIVITIES AND ORGANIZATIONS**

International students have many ways to get involved on campus and in the Atlanta community. For information about the international student clubs on campus, see the ISAC information at their website <http://www.gsu.edu/es/22899.html>. There are also many sporting, cultural and recreational events available to the GSU community each semester. You can view each semester’s calendar by clicking the “events” icon in the top right corner or GSU’s homepage [www.gsu.edu](http://www.gsu.edu).

# INFORMATION FOR F AND J VISA HOLDERS

## HEALTH INSURANCE FOR STUDENTS WITH F AND J VISAS

Health insurance coverage is required for students on F and J visas. **All students must pay the health insurance fee when they pay their tuition on August 17th.** If you have health insurance already, you still **must** first pay the health insurance fee, but you can apply for a health insurance waiver. During advisement, you will receive detailed information about the health insurance and the website where there are instructions on how to apply for a waiver. If your health insurance coverage is acceptable and you receive a waiver after payment day, the cost of health insurance will be refunded to you later in the semester.

Pearce & Pearce will not send out insurance ID cards until approximately 6 weeks into the semester. However, once you pay for insurance, you have health insurance coverage. You will need to create your account with Pearce & Pearce to receive your insurance card, please go to [www.pearceandpearce.com](http://www.pearceandpearce.com) and complete the mandatory enrollment form. You will need your PantherCard to complete the form. Please follow these directions:

1. go to [www.pearceandpearce.com](http://www.pearceandpearce.com). In the middle of the page click "Here to enter"
2. On the next page on the left side click on "Select your College or University". Choose Georgia State University.
3. On the next page on the left side, click on "Mandatory enrollment" and then "undergraduate"
4. On the next page click on the box where you agree that you understand the terms on the insurance. Then click on "Mandatory Plan" on the bottom left
5. Fill out all of the requested information.

--Use your GSU email address, not your personal address such as yahoo or hotmail

--You will need to create a password, and be sure to follow their password instructions carefully: *Please choose any password (6-12 characters; combination of letters (at least one UPPER and one lower case) and at least one number) and enter it in the box provided below and confirm.*

--At the bottom of the page, in the "Coordination of benefits" section, all of your answers should be "no".

6. Click "next" and you should see your confirmation page. **PRINT THIS CONFIRMATION PAGE.**

You will receive an insurance card in the mail soon, and remember, if you paid for your insurance, you have coverage. You are able to access and print your temporary card 24 hours after you do the above.

## **IMMIGRATION & LEGAL ISSUES (F-1 and other visa holders)**

### **EXPLANATION OF IMMIGRATION DOCUMENTS**

**It is your responsibility to follow the regulations outlined by the U.S. federal government in regards to maintaining your immigration status.** Contact Janie Hardman in the IEP office or an advisor in International Student & Scholar Services (252 Sparks Hall) for more information on any immigration questions you may have.

#### ***Passport***

Your passport is the document issued by your country's government to identify your nationality. Passport extensions may be obtained by contacting the nearest consulate general or your embassy in Washington D.C. It may take as much as six months to have a passport renewed. For this reason, note the expiration date of your passport—it is required to be valid for a minimum six months.

#### ***Form I-20, Certificate of Eligibility***

This document makes you eligible to apply for an F-1 visa and is issued by Georgia State University after you have been fully accepted to the Intensive English Program.

#### ***Visa and I-94 Card***

Your visa and I-94 card are two very important documents and should therefore be kept in a safe place. The visa allows you to enter the US under the specific conditions of your visa. There are many different visa types, among which F-1 (student), J-1 (student or scholar), B-2 (tourist) are the most common. When you are admitted at a port of entry into the U.S.A., you are given an I-94 card (a record of a student's arrivals and departures) that indicates your limit of stay and/or duration of status. The I-94 card is very important and should be stapled to your passport. When you leave the U.S., your I-94 will be taken from you and a new one issued upon re-entry.

### **F-1 STUDENT STATUS**

All F-1 students must study full-time (18 hours). If for any reason you are unable to take a full load of courses (such as a medical emergency), you should immediately see an international student advisor so that he or she can help you keep your immigration status in good standing. F-1 students may take less than a full load only during the summer term (unless summer is your first term at Georgia State). Never ask your friends about immigration. Always ask Janie Hardman, an international student advisor, or an international student advisor in the International Student & Scholar Services (ISSS) who can find the most accurate information to answer any question you may have.

### **UPDATING YOUR ADDRESS**

If you have a student visa, you must change your address on GoSolar within 10 days of moving in order to keep it updated with immigration.

If you have moved, please change your address online by following these steps:

1. Go to [www.gosolar.gsu.edu](http://www.gosolar.gsu.edu)
2. Enter your Campus ID and password. (If you have problems with your ID or password, contact the Help Desk at 404-413-4357.)
3. Click on *Login*.
4. Click on *Personal Information*.
5. Click on *Change Address(es) and Phone(s)*.
6. Under "Mailing," click on *Current*.

7. Make changes to your address and then click on *Submit*.

### **F-1 EXTENSION OF STAY (I-20 EXPIRING)**

If you need to extend your studies in the IEP, make an appointment to see Janie Hardman in the IEP **two or three months before the expiration date of your I-20**. You will need to provide all new, original financial documentation to the IEP in order for your request to be processed, and this may take some time.

### **TRANSFERRING TO ANOTHER SCHOOL**

Follow these steps carefully. Not following these steps can cause you to be out of status.

1. Notify the IEP that you plan to transfer to another school
2. Apply to the school that you plan to transfer to
3. When you have been fully accepted by your new school, you must bring your acceptance letter to the IEP office
4. At the IEP office, you will be asked to complete a "Transfer Out Release Form". **This must be completed before your SEVIS record can be transferred.**

### **TRAVEL OUTSIDE THE U.S. WITH YOUR I-20**

All F-1 students must have a travel authorization signature on their I-20 when traveling outside the U.S. and planning to return to the U.S. to continue studying in the IEP. Please come to the IEP with your immigration documents (passport, visa, I-94, and passport) at least one week before traveling to request the travel authorization signature.

### **SUMMER STUDY/VACATION**

As an F-1 student, you can take full-time (18 hours), part-time (9-15 hours), or no classes during the summer semester, **unless the summer is your first semester enrolled**. If you plan to **not** take classes during the summer, you **must** early register for the fall semester.

### **TAXES**

Filing federal income tax forms is the personal responsibility of each international student. All F-1 and J-1 students and their dependants, regardless of whether or not they have earned money, are required to file an annual tax form. In the U.S. taxes are filed based on the calendar year in the spring following that year. For example, we file taxes for the year 2009 in April of 2010.

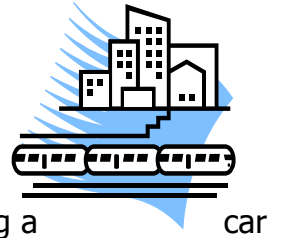
If you were present in the U.S., even one day, in 2009 as an F or J student, you must complete a tax report called an 8843 form. The IEP Student Services Coordinator can assist you in completing this form or you can also visit the Office of International Student and Scholar Services in 252 Sparks Hall.

# TRANSPORTATION

## MARTA

### (Atlanta's public transportation system)

The Metropolitan Atlanta Rapid Transit Authority (MARTA) is the primary means of public transportation in the metro area. It is recommended that you take public transportation to the university if possible because traffic and parking in a large city can be problematic. Public transportation is more affordable than owning a car – none of the expense of maintenance, gas, car insurance, and parking! For more information on MARTA, visit [www.itsmarta.com](http://www.itsmarta.com).



- There are three MARTA train stations within walking distance of GSU:
  - Five Points Station
  - Georgia State Station
  - Peachtree Center Station
- Cost is \$1.75 one way (this includes all transfers needed), but you must have a *Breeze Card* or *Ticket*. There is a \$.50 surcharge for a Breeze Ticket. Breeze Cards are available for \$5.00 at MARTA ride stores. You can travel the entire length of the MARTA system for one price. (See box below for other card purchasing options)
- A discounted monthly MARTA pass for GSU students is available at for \$32.00. This pass is good for an unlimited number of rides on MARTA for one calendar month.
- Schedules and a train and bus map are available at MARTA ride stores located in MARTA train stations and on their website at [www.itsmarta.com](http://www.itsmarta.com).

### **To obtain a discounted monthly MARTA pass:**

1. Go to one of these offices:
  - Auxiliary Services (200 University Bookstore – Map L21) or
  - the Cashiers Office in Student Accounts (1<sup>st</sup> floor Sparks Hall – L18) or
  - the Rialto Performing Arts Center Box Office – Map D9 (across from the Aderhold Building).
2. Ask for a MARTA one-month pass.
3. Show your PantherCard. (You must have your PantherCard before you can buy a discounted MARTA pass.)

Below are the card purchasing options available with MARTA:

<b>Single One-way Fare</b> Up to two (2) children, under six (6) years of age, ride free when accompanied by a paying adult	\$1.75
<b>Ten (10) Trips</b> Sold at RideStores	\$17.50
<b>Twenty (20) Trips</b> Sold at RideStores and Breeze Vending Machines	\$30.00 <b>\$5 Savings!</b>
<b>7-Day Pass</b> Unlimited rides, for 7 days beginning first-time used Sold at RideStores only and Breeze Vending Machines	\$13.00 <b>Unlimited Savings Potential!</b>
<b>30-Day Pass</b> Unlimited rides, Valid for 30 Days beginning first time used Sold at RideStores and Breeze Vending Machines	\$52.50 <b>Unlimited Savings Potential!</b>
<b>Multi-Day Visitor Pass (1-7 Days)</b> Unlimited rides, Sold at RideStores and Breeze Vending Machines	\$8.00 - \$15.00 <b>Unlimited Savings Potential!</b>

### **DRIVING WITH AN INTERNATIONAL DRIVER'S LICENSE**

An international student DOES NOT NEED TO GET A GEORGIA DRIVER'S LICENSE if 1) you have a valid driver's license from your home country, 2) are registered for classes as a student in a school in Georgia, and 3) have paid your tuition this semester. If you choose to not get a driver's license, be aware that your insurance premiums will likely be higher, and the average police officer may not be aware of the legal exemption for international students. If you choose to drive with an international driver's license, be sure to have the following documents with you when you are driving:

- The foreign driver's license
- your student ID card or proof of registration
- Proof of payment of tuition for that term/semester, and
- A copy of this particular citation from the (Official Code of Georgia) annotated (O.C.G.A.), page 147 of Title 40 (Provided below)

#### **From the Official Code of Georgia (O.C.G.A.), page 147 of Title 40:**

##### **40-5-21(b) O.C.G.A.**

**(b) Notwithstanding any contrary provisions of Code Section 40-5-20 or subsection (a) of this Code section, a nonresident of this state who is attending a school in this state shall be exempt from the driver's licensing requirements of this chapter if and only if: (1) He or she is at least 16 years of age and has in his or her immediate possession a valid license issued to him or her in his or her home state or country; provided, however, that any restrictions which would apply to a Georgia driver's license as a matter of law would apply to the privilege afforded to the out-of-state license; and (2) He or she is currently enrolled in a school in this state, has paid for the current period of enrollment the tuition charged by the school to nonresidents of Georgia, and has in his or her possession proof of payment of such tuition for such current period of enrollment.**

## GETTING A GEORGIA DRIVER'S LICENSE

If you still want to get a driver's license, then there are several steps to follow. The closest Driver's License Customer Service Center to downtown is the South DeKalb Center located at 2801 Candler Road, Decatur, GA 30034. However, go to the Department of Driver Services (DDS) website ([www.dds.ga.gov](http://www.dds.ga.gov)) to find the most convenient location for you. All locations are open Tuesday-Saturday from 9am to 5pm). Note that they are closed on Mondays, and Tuesdays are normally very busy. Please also note that there are often very long waits at the driver's license office. Be prepared to stay several hours there.

- Beginning January 1, 2003, no person may be issued a Georgia driver's license or identification card without providing a social security number at the time of issuance. Since F-1 students cannot have a SSN, this is confusing.
- For those in the country legally but without a social security number, you need to obtain a Form SSAL676 from a local Social Security Administration office before visiting a Department of Driver Services customer service center to apply for a driver's license.
- After obtaining the form, the individual may bring it to any Customer Service Center and begin the driver's license application process. The individual must have the necessary documentation including a valid passport or valid I-94 permit, proof of Georgia residency and must surrender a foreign driver's license (if applicable).

### Getting a Georgia Driver's License:

1. You must apply for a social security number. You will be denied. They will give you the form **Form SSAL676 'SSN CARD DENIAL NOTICE'** that states you cannot have a SS#. (See above and the Social Security Number handout for instructions.)
2. You must take the following to the Department of Driver Services:
  - a. the form SSAL676 (form denying the SSN) from the SS Office.
  - b. your passport, I-20 and I-94, and a letter from the IEP that states you are a student in the program
  - c. and ONE of the following as proof of residence address:
    - i. Utility bill with valid Georgia residence address
    - ii. Bank statement with valid Georgia residence address
    - iii. Rental contracts and or receipts
    - iv. Employee Verification (most students will not have this)
    - v. Non-expired Georgia driver's license, permit or identification card issued to parent, guardian or spouse
  - d. \$20.00 cash
3. You will be asked to surrender all foreign drivers' licenses before you are issued a Georgia license. If you do not have a license from your home country, then you will have to take both the road and written tests, which are waived if you give up your home country license. However, all applicants are subject to taking the eye exam.

## REGISTERING YOUR CAR AT GEORGIA STATE UNIVERSITY

You must register your car in order to park in GSU lots. To register your car:

1. Go to <https://auxweb.gsu.edu/> Enter your Panther Number (on your GSU ID—Panther Card) and your PIN. The first time you log on, your PIN is the 4-digit month and year of your birth.
2. Enter the information about your car.
3. After registering your car on this website, take your PantherCard to Auxiliary Services to pick up your registration tag. You must show them your PantherCard to receive your tag.
4. Hang the registration tag from the rear view mirror of your car.
5. You can park in the GSU parking lots without registering through Friday, August 22nd.
6. For more information about parking, see <http://www.gsu.edu/~wwwaux/parking/index.htm>

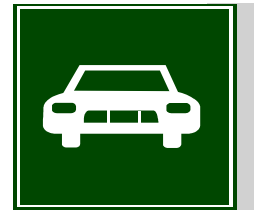
**Auxiliary Services Location:** 200 University Bookstore Building - Map L20).

**\*Note for drivers:** Drivers and all passengers are required by law to wear a seatbelt while driving. If you are in a car accident, always call the police (911) to the scene of the accident.

## PARKING AT GEORGIA STATE UNIVERSITY

### GSU Parking: Campus Lots - Pay parking

**Cost:** \$4.50 per entry without a Budget Card.  
\$3.50 per entry with a Budget Card



### Driving Directions to GSU Campus Lots:

**From the North:** Take I-75/85 to Exit 249A (Courtland Street). Turn right onto Courtland. Turn left onto Gilmer. Student parking is on the right.

**From the South:** Take I-75/85 to Exit 246 (GSU/Downtown) and follow sign to Fulton Street. Turn right onto Fulton. Turn left onto Capitol Avenue. Capitol will change into Piedmont Avenue. Turn right onto Gilmer. Student parking is on the right.

**From the East:** Take I-20 to Exit 58A (Capitol Avenue). Turn right onto Capitol. Capitol will change into Piedmont Avenue. Turn right onto Gilmer. Student parking is on right.

**From the West:** Take I-20 to Exit 56B (Windsor Street/Spring Street/Stadium). Turn left onto Central Avenue. Turn right onto Decatur Street. Turn left onto Piedmont Avenue. Turn right onto Gilmer Street. Student parking is on right.

### Budget Cards

A Budget Card is a pre-paid parking access permit that saves \$1 per entry off the regular parking rate. Budget Cards can be obtained from the Auxiliary and Support Services Customer Service Windows, and can be used during authorized times at all University parking locations except the Lofts Deck. An initial minimum \$7 deposit is required to activate the card; additional value can be added at any time during regular customer service hours.

### To purchase a Budget Card:

1. Go to Auxiliary Services with your:

- Registration tag (see *Registering Your Car*)
- PantherCard

2. Decide how many parking lot entries you want to buy. For example, a 10-entry card is \$35.00.

**Auxiliary Services Location:** 200 University Bookstore Building (Map L20).

### **GSU Stadium Parking and Shuttle Bus (Free)**

Free parking is available at the Turner Field Baseball Stadium. A free GSU shuttle bus runs continuously from the stadium parking lot to the university (about a 5-minute ride).

**Important:** There are parking restrictions on days when the Atlanta Braves baseball team plays in the stadium beginning in March or April). Ask Auxiliary Services for the dates and times for these games or see <http://www.gsu.edu/~wwwaux/parking/shuttleparking.htm>

- Baseball games during the night mean that all cars must be removed from the parking lot by 5:00 p.m.
- Baseball games during the day games mean that parking is not available all day.
- Your car will be towed if you do not follow these rules.

### **Driving Directions to GSU Parking Lot at the Turner Field Baseball Stadium:**



**From the north:** Exit at Fulton St. (Exit #91). Turn left. Go to Capitol Ave. and turn right. Stadium parking lot (Orange) is on the left.

**From the south:** Exit at Central Ave./Fulton St. (Exit 91). Turn right at Fulton St. Go to Capitol Ave. and turn right. Stadium parking lot (Orange) is on the left.

**From the east:** Exit at Capitol Ave. (Exit #24). Turn left. Go past second traffic light. Stadium parking lot (Orange) is on the left.

**From the west:** Exit at Windsor St./Spring St./Stadium (Exit #22). Go to Pryor St. second traffic light) and turn right. Go to Fulton St. and turn left. Go to Capitol Ave. and turn right. Stadium parking lot (Orange) is on the left.

### **Private Parking Lots**

There are private parking lots around GSU that charge from \$2.00 an hour to \$7.00 a day for parking. Be careful using these lots. Always get a receipt to assure that you are paying a legitimate parking attendant. **These lots do not offer discounts to Georgia State students.**

### **DRINKING AND DRIVING**

Drunk driving is a serious crime in the United States, and one of the leading killers of people under 25. Drivers are considered drunk if their blood-alcohol level is .08 (that's about three drinks in one hour). If you are arrested for driving under the influence of alcohol (DUI), you will lose your license and may go to jail. Also, any rental car insurance you purchase is invalid if an accident is alcohol-related.

## ALCOHOL

American customs and laws regarding alcohol and drinking are probably very different than the laws in your country. The university and local authorities are very serious when they enforce alcohol laws, and "It's different in my country," is not an excuse. **You must be 21 years old to purchase and drink alcohol in Georgia.** This law is very strict. It is very common for the store clerk to ask to see your "ID" to prove your age when you buy alcohol. Alcohol is not sold on Sundays in the state of Georgia. It is illegal for anyone, regardless of age, to possess an open container of alcohol in an area that is not licensed for alcohol consumption. This means that you may not carry an open can or bottle from one dorm room to another or from your apartment to your friend's house. It is also against the law to take an open container out of a restaurant or bar.

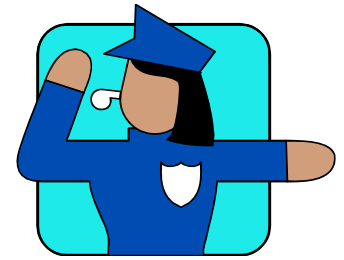


# STAYING SAFE

## ON-CAMPUS SAFETY

### Police

It is always appropriate to ask the police to help with all kinds of matters such as lost or stolen property, and emergency situations. Police are legally prohibited from accepting “gifts” or money. They may arrest people attempting to offer such gifts.



Like most large cities, Atlanta can be dangerous, but if you are careful and take necessary precautions, your stay should be a pleasant and crime-free one. The most common type of crime on campus is petty theft. If you leave your belongings unattended, they can be stolen while you go to the bathroom or take a nap in the library.

### Georgia State University Police

**Phone:** 404-413-2100 (on campus phones, dial 3-2100)

They are located on the 1<sup>st</sup> floor of One Park Place. It is open 24 hours a day, 7 days a week. Visit their website for more information and tips about safety: [www.gsu.edu/~wwwupo](http://www.gsu.edu/~wwwupo)

### **The Georgia State Police work 24 hours a day so that GSU is a safe place for students.**

Crime is rare, but it is important to be careful since GSU is located in the center of a major city. Please remember the following when you are at the university:

### **Tips for Safety On Campus:**

- **Keep your backpack, books, and other belongings with you** at all times. Do not leave your belongings unattended (including in the library or cafeteria).
- At the Recreation Center, **put your belongings in a locker**. You can rent one for the semester or bring your own lock to use a daily locker (locks available at the equipment desk at the Recreation Center).
- If you drive to campus, **always park in areas with a lot of light**.
- **Carry as little cash as possible**, and do not wear or show expensive-looking jewelry, iPods, etc.
- **Be aware of people** around you at all times.
- **Call Georgia State police for an escort** to your car, bus stop, or train station at night, or at any time you feel unsafe (3-2100 on campus). Someone from the police will walk with you!
- **Emergency phones**—phones with a blue light at the top of a pole--**are located throughout the university**. In an emergency, pick up the phone and you will be connected to the police.

### **Walking From the MARTA Station To Georgia State**

Because the Georgia State MARTA station is very close to Georgia State, the GSU Panther Bus does not stop there. However, it is a safe walk if you follow these suggestions:

- Walk with or near other students walking to Georgia State University.

- If you feel unsafe, call campus police at 3-2100 for an escort.

### **Arriving At Georgia State Early in the Morning**

If you arrive at Georgia State before classes begin, you should wait in an area where there are students. These are possible areas on campus:

- **Student Center:** The Student Center opens at 7 am. On the first floor is a waiting area with chairs. There is also an information desk at which someone will be working beginning at 7 am.
- **Panther Room:** The Panther Room opens at 7 am. It is located across the hallway from the GSU Bookstore (next to the cafeteria). There is a glass partition between the Panther Room and the cafeteria, and the cafeteria workers will be setting up the cafeteria.
- **Library.** The library opens at 7:30 am. On the first floor is a waiting area with chairs. There will be staff working at the library as soon as it opens.

### **PEDESTRIAN SAFETY**

How you act as a pedestrian can greatly influence your personal safety. These tips are designed to help you minimize the risk of becoming a victim, and also to help you react efficiently in the event of such an incident.

- Please be sure to follow crosswalk signs and cross at intersections when crossing the streets in the downtown GSU area. There is a lot of fast-moving traffic, construction, and police can ticket pedestrians for not obeying traffic rules.
- Always walk with confidence.
- Avoid walking alone in isolated areas and at night.
- If asked to do so by force, surrender all property. Do not resist if someone attempts to rob you.
- Take action to get away and protect yourself if you sense a potential threat.

Walk quickly when you are in areas that you feel uncomfortable.

### **ON-LINE SAFETY**

Email, chat rooms, instant messaging, blogs, and social networking sites like MySpace or Facebook are great. They can help you meet and communicate with people all over the world. You can make new friends, but you might also meet some people who can be dangerous to you, who steal your identity, or damage your computer. The U.S. Bureau of Consumer Protection offers these suggestions to help you be safe online:

- Think about how different online sites work before deciding to join a site. Some sites will allow only a defined community of users to see posted information such as profiles, blogs, and photos; others allow anyone and everyone to see everything.
- Keep some control over the information you post. Allow only certain groups of people to see what you post, for example, your friends from school, your club, your team, your community groups, or your family.

- Keep your information private. Don't post your full name, Social Security number, address, phone number, or bank and credit card account numbers — and don't post other people's information, either. Be careful about posting information that could be used to identify you or locate you offline. This could include the name of your school, sports team, clubs, and where you work or meet friends.
- Make sure your screen name doesn't say too much about you. Don't use your name, your age, or your hometown. It can be very easy for someone to look at all the information from your site together and learn who you are.
- Be careful what you post. Many people can see your page, including your parents, your teachers, the police, the college you might want to apply to next year, or the job you might want to apply for in five years.
- Remember that once you post information online, you can't really remove it completely. Even if you delete the information from a site, older versions exist on other people's computers.
- Do you really want to post your photo? It can be changed and broadcast in ways you may not like. If you do post a photo, choose it carefully. What would your mother or father think about this photo?
- Flirting with strangers online could be dangerous. Because some people lie about who they really are, you never really know who you are chatting with.
- Be careful if a new online friend wants to meet you in person. Before you decide to meet someone, do your research: Ask whether any of your friends know the person, and see what background you can find through Google or other online search engines. If you decide to meet a new online friend, meet in a public place, such as a coffee shop, during the day, and bring a friend you trust with you. Tell someone where you are going and when you plan to return home.
- If a situation online makes you feel uncomfortable or afraid, tell someone who can help you. Maybe you should report it to the police and the social networking site. You could end up preventing someone else from becoming a victim.

Adapted from "Social Networking Sites: Safety Tips for Tweens and Teens"

Online: <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>

# HOUSING

Housing is available for students in homestays (see below), dormitories, and apartments. All have access to Georgia State by MARTA, the local bus and train system.

## HOMESTAYS

Independent companies in Atlanta place students in private family residences. This experience is a wonderful opportunity to practice English and to learn about American culture. If requested, the IEP will send you information about homestay options, or visit the Atlanta Homestays website ([www.atlantahomestays.com](http://www.atlantahomestays.com)).

## ON CAMPUS HOUSING

You have two on-campus options for housing at Georgia State. Both are close to campus. The University Commons is a 4.2-acre complex of four apartment buildings ranging from 8 to 15 stories, around a large landscaped courtyard. Just blocks from classrooms, the Student Center and the Rec Center, the University Commons houses 2,000 students in two- and four-bedroom apartments. All bedrooms are private singles in two- or four-bedroom apartments. Plan to room with same-sex friends, invite guests over occasionally, and hang out in coed hallways and common areas. ADA-accessible apartments are also available. The University Lofts offer urban living to all kinds of students. These apartments are located in the center of campus near Alumni Hall. Prices range from \$545 to \$900 per month, and include all utilities, as well as local phone service, the Internet, and basic cable. Details and application are available on their website. Refer to the website for the current rates (<http://www.gsu.edu/housing/index.html>). **Residence hall space is limited, so please apply early. Students who begin in fall semester when demand is greatest should apply as early as possible (online).**

## APARTMENTS

There are many apartments through the city that are affordable and close to MARTA (estimated rent: \$500-800 per month). IEP students are responsible for finding their own apartment housing. You can search GSU's off-campus housing website (<http://ochousing.gsu.edu/>) to look for an apartment or roommate. If you want an apartment but do not want to arrive in Atlanta without one ready, you can choose to live with a family through Atlanta Homestays while you look for an apartment.

## ROOMMATES

Georgia State has a list of students looking for roommates or apartment shares. In addition, there are advertisements placed in local newspapers of people looking for roommates.

# ON-CAMPUS JOBS

## Who can work on campus?

IEP students who are residents of the United States or who have F-1 visas may work at the university. If you have sent an application to change your visa status to F-1 but you have not yet received the new visa, you are not allowed to work until your change of status is official.

## How do I find a job?

**1.** Go to <http://www.gsu.edu/career/> from a computer on campus and click on "Panther Career Net: Students"

**2. Go to an orientation given by GSU's Career and Job Search Services.** They will help you register and get access to more job listings on the Internet. See <http://www.gsu.edu/~wwwcjs/> for this semester's orientation schedule.

## **3. Go to different places on campus and ask about jobs.**

Many jobs on campus are found this way! Here are some places where IEP students might find jobs:

- Georgia State Bookstore (2<sup>nd</sup> floor, University Center). Jobs at the bookstore are usually not posted. Go to the bookstore and ask about job openings at the information desk to the left of the entrance.
- Georgia State Computer Services (106 Library South). Ask at the help desk about positions working in the computer labs at Georgia State.
- Library (1<sup>st</sup> floor, Library North). Go to the circulation desk in the library and ask for the Student Assistant Vacancy Notebook. This notebook contains information about current job openings, including a description of duties and contact information. Applications are also in the notebook.
- Child Development Center (1<sup>st</sup> floor, Alumni Hall). Students work as assistants in a daycare center for the children of students and employees at Georgia State.
- Campus Police (1<sup>st</sup> floor, One Park Place, entrance is outside the building across from Woodruff Park). Georgia State Police hire assistants to escort Georgia State students around campus and to perform other functions, such as locking and unlocking doors.
- Recreational Services (Room 245, Recreation Center). Students work as assistants at the desk and in other positions.
- AAA Parking (233 Peachtree Street, Suite 701, Harris Tower, near Hard Rock Café), 404-525-5959). This company operates the parking lots at Georgia State and employs people to collect money in the booths at the entrance. **IMPORTANT:** F-1 students are allowed to work at the university only, so you must tell the company that you can only work at the Georgia State parking lots.
- Georgia State Student Center Administrative Office (Room 460, Student Center). The administrative office hires assistants to help in many different positions (information desk, setting up rooms with tables and chairs, etc.)
- Georgia State Student Center. There are many student service offices located in the Student Center, and the offices post job announcements on the bulletin boards in front of each office. Walk through the building and look for Help Wanted signs.

## **4. Go more than once to ask about job openings.**

You never know when a position may become available. The beginning of the semester is an especially difficult time to find a job, so if they don't have openings the first time, go back after a couple of weeks or a month.

## **5. Network.**

Ask your friends or any student employees you see around campus how they found their jobs.

## **6. Ask questions.**

Application procedures may vary from department to department, so ask them what you need to do.

### ***F-1 Visa Students Only***

#### **What important information do I need to know?**

1. While you are a student in the IEP, you are allowed to work at the university only. You are not allowed to work off-campus. When you enter degree studies at the university, you may work off-campus within your educational field for a specified amount of time.

2. You are allowed to work up to 20 hours per week while you are a full-time IEP student. During holidays, you may work up to 40 hours per week. During summer semester, if you are a part-time student or if you are taking a vacation, you may work up to 40 hours per week.

# GETTING A SOCIAL SECURITY NUMBER

## Q. What is the purpose of a Social Security Number (SSN)?

A. **A SSN is given only to someone who is legally permitted to accept employment in the U.S.** Employers use the SSN to record social security benefits. Although students will have other unofficial requests for a social security number, the only legal use is for an employer to pay an individual. For additional information visit the Social Security Administration (SSA) website at: <http://www.ssa.gov/>

## Q. Do I need a SSN?

A. **NO**, not unless you obtained an offer for on-campus employment or obtained any other work authorization from the Citizenship & Immigration Services (CIS).

## Q. Where do I apply for SSN number?

A. The closest location is at: Social Security Administration Office  
401 W. Peachtree Street, Suite 2860  
Peachtree Summit Federal Building  
Civic Center Station  
8:30 am – 3:30 pm (closed holidays)  
(404) 331-4155 or (800) 772-1213

Find other Social Security Offices in Atlanta at: <http://s3abaca.ssa.gov/pro/fo/fo-home.html>

## Q. What is the process to get a SSN and how long does it take to get?

A. You **must** wait ten business days after entering the U.S. **and** request a letter verifying your immigration status from International Student & Scholar Services before you apply for an SSN **and** have proof of employment. After applying for the SSN it will take approximately 10 days to receive the card. You can call 1-800-772-1213 after 3-4 workdays and ask for the number.

## Q. Do I need a number before I can be employed in the U.S.?

A. Any person who will be employed in the U.S. **must** obtain a SSN. However, if you've applied for an SSN and want to begin working at GSU immediately, the GSU Human Resources office will process your paperwork with a receipt of your SSN application. A student who is entering the U.S. for the first time will need to bring their I-20 and I-94 card to the Human Resources Department, located on the 3rd floor of the One Park Place South Building, to begin employment. When the SSN card arrives the student will need to bring it to Human Resources in order to begin receiving payment.

## Q. What if I have been given a student ID number by GSU? Do I still need a SSN ? Do I have to change my ID number?

A. A student ID number issued by the IEP Admissions Office (such as 001-17-1111) is **not** an SSN. You must only apply for a Government-issued number if you have obtained some type of work authorization. You do not have to change your student ID number to the SSN.

## Q. What do I need to have with me when I apply for a SSN?

A. Complete Form SS-5, available on the Social Security Administration (SSA) website at: <http://www.ssa.gov/online/ss-5.html> or at International Student & Scholar Services. In addition you will need your **passport, I-94** and the following:

- **F-1 students:** Student copy of valid I-20 Form, employment verification and a letter stating that you are eligible to work on campus from International Student & Scholar Services.

***If you are told that your admission number/I-94 number has not been put in the "system/database",*** the SSA representative should make photocopies of all your documents, and give you a receipt. If you are told to come back or go to Citizenship & Immigration Services (CIS), kindly request that the representative make copies of your documents and send them to LOSISV Unit for verification. If this happens, the SSA office has indicated that it can take up to 90 days to receive your social security number.

- **J-1 students:** DS-2019 form **plus** work authorization letter from your **sponsor**.
- **J-1 scholars or researchers:** DS-2019 and a letter of employment from the employer
- **J-2 students:** DS-2019 for the J-1 student/scholar and J-2 dependant **plus** EAD (Employment Authorization Document) from CIS.
- **H-1 students:** Copy of Form I-797 showing INS approval of H-1 petition.

**Note:** Persons with F-2, H-4, B-1, or B-2 status may not be employed and cannot obtain a SSN.

# BANKING INFORMATION

It is neither wise nor practical to carry large amounts of money about, nor keep large amounts of money at home. People therefore use a bank to facilitate their financial needs. When choosing a financial institution for your banking, take Automatic Teller Machine (ATM) availability, hours of operation, bank charges and fees, and interest rates into account before you make a decision.

There are different types of bank accounts. The two most common accounts are savings and checking.

- **Savings** you can withdraw your money only when the bank is open or from an Automatic Teller Machine (there may be limits to the number of withdrawals). You receive interest on the balance.
- **Checking** you can pay bills or make purchases by writing a check or by a debit card. It is the most convenient and safe way to handle your money, but there are fees and usually you do not receive interest on the balance.



**To open a banking account**, most banks require you to provide:

- Passport
- I-20 (if F visa)
- Social Security Number *or* Individual Taxpayer Identification Number\*
- **Letter from the IEP stating that you are enrolled at Georgia State University** (Come to the IEP office and ask for an "assistance" letter.)

**To open a banking account:**

1. Receive an "assistance letter" from the IEP office (34 Peachtree St., 12<sup>th</sup> floor) and the IRS for, W-8 BEN. This form declares that you are a foreign national.
2. Go to a bank of your choice.
3. Go to Customer Service and ask to open a bank account.
4. Be sure to take 1) your assistance letter; 2) your passport and visa; 3) the completed IRS W-8 BEN form.

Bank Hours: Monday – Friday, 9:00 a.m. – 4:00 p.m.

\* The Individual Taxpayer Identification Number (ITIN) is for students who do not have a social security card. Information about applying for the ITIN is available in the IEP Office (34 Peachtree, 12<sup>th</sup> floor) and in International Services, Sparks Hall, room 252.

# IMPORTANT CONTACT INFORMATION AT GSU

Admissions-- Undergraduate	200 Sparks Hall	404-413-2500 admissions@gsu.edu
Auxiliary Services	University Center 2 <sup>nd</sup> Floor	404-413-9500
Georgia State University Bookstore	University Center 3rd Floor	404-413-9700 bookstore@gsu.edu
Counseling Center	75 Piedmont Ave., NE Suite 200A	404-413-1640
Health Clinic	141 Piedmont Ave., Suite D University Commons	404-413-1930
HELP Desk		404-413-HELP(4357) help@gsu.edu
Housing	Student Center Suite 250	404-413-1800 housing@gsu.edu
IEP—Intensive English Program	34 Peachtree St. 12 <sup>th</sup> Floor	404-413-5200
ISSS—International Student & Scholar Services	252 Sparks Hall	404-413-2070 iss@gsu.edu
GSU Police	15 Edgewood Ave.	<b>Emergency 404-413-3333</b> Main number 404-413-2100
Student Accounts	100 Sparks Hall	404-413-2600
Student Recreation Center	101 Piedmont Ave.	404-413-1750
University Library	100 Decatur St. University Plaza	404-413-2800

# QUESTIONS?

<b>IF YOU HAVE QUESTIONS ABOUT ...,</b>	<b>TALK TO ...</b>	
<b>Your visa</b>	an International Student Advisor International Services (ISSS) Sparks Hall, room 252 404-413-2070	Janie Hardman 34 Peachtree St. 404-413-5182 esljmh@langate.gsu.edu
<b>IEP Activities</b>	Daphne Orr 34 Peachtree St. 404-413-5199 dorr@gsu.edu	
<b>ICE</b>	Daphne Orr 34 Peachtree St. 404-413-5199 dorr@gsu.edu	
<b>Tutoring</b>	Amanda Starrick-Meeks 34 Peachtree St. 404-413-5196 eslasm@gsu.edu	
<b>Your IEP classes or applying to GSU</b>	Daphne Orr 34 Peachtree St. 404-413-5199 dorr@gsu.edu	Cheryl Delk 34 Peachtree St. 404-413-5175 cdelk@gsu.edu
<b>Health Insurance for F-1 and J-1 visa holders</b>	Nabila Gomes International Services (ISSS) 252 Sparks Hall 404-413-2070 stdnkgx@langate.gsu.edu	
<b>Any other questions or concerns</b>	Janie Hardman 34 Peachtree St. 404-413-5182 esljmh@langate.gsu.edu Cheryl Delk 34 Peachtree St. 404-413-5175 cdelk@gsu.edu	Daphne Orr 34 Peachtree St. 404-413-5199 dorr@gsu.edu

## APPENDIX 1: LEARNING OUTCOMES

### Intensive English Program

Grades in this course have the following meanings:

A+ (98-100%)	A (93-97%)	A- (90-92%)	superior work: advance to the next level
B+ (88-89)	B (83-87%)	B- (80-82%)	above average work: advance to the next level
C+ (78-79)	C (73-77%)	C- (70-72%)	average work: advance to the next level
D+ (68-69)	D (63-67%)	D- (60-62%)	unsatisfactory work: must repeat the course*
F (below 59%)			unsatisfactory effort and work: must repeat the course*
W or WF			withdrawal from the course: must repeat the course*

\*Students will be placed on Scholastic Warning; if student does not receive a "C-" or better after repeating the course, he/she will be placed on Scholastic Suspension and will not be able to take IEP classes for one semester.

### Proficiency Scale for Level Advancement

*Written Interpretation of Proficiency Scale:*

Students must meet the learning outcomes at 70% proficiency to earn grades of C- or above and be promoted to the next level.

\*Students will be placed on Scholastic Warning; if student does not receive a "C-" or better after repeating the course, he/she will be placed on Scholastic Suspension and will not be able to take IEP classes for one semester.

### *At the end of the semester, students can:*

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>• Employ vocabulary acquisition strategies including                             <ul style="list-style-type: none"> <li>○ developing a vocabulary learning system (notebook, flashcards, etc.)</li> <li>○ classifying vocabulary by meaning groups</li> <li>○ recognizing words belonging to the same word family</li> </ul> </li> <li>• Apply strategies for pronouncing new words and using dictionary tools including                             <ul style="list-style-type: none"> <li>○ recognizing spelling patterns for short vowels and some long vowels</li> <li>○ dividing syllables between double letters or compound words</li> <li>○ using a dictionary to assist with pronunciation</li> </ul> </li> <li>• Relate material from course readings to individual experiences</li> <li>• Demonstrate reading strategies with beginning level texts including                             <ul style="list-style-type: none"> <li>○ understanding pronoun referents</li> <li>○ skimming</li> <li>○ scanning</li> </ul> </li> <li>• Identify the main ideas of course readings through                             <ul style="list-style-type: none"> <li>○ distinguishing the chronological order of sentences</li> <li>○ analyzing patterns of organization</li> </ul> </li> <li>• Identify details that support the main idea of a paragraph</li> <li>• Apply test taking strategies to unit tests when:                             <ul style="list-style-type: none"> <li>○ predicting test questions</li> <li>○ correctly interpreting directions on a test</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Employ vocabulary acquisition strategies including                             <ul style="list-style-type: none"> <li>○ development a vocabulary learning system (notebook, flashcards, etc.)</li> <li>○ classifying vocabulary by meaning groups</li> </ul> </li> <li>• Apply strategies for reading and pronouncing new words and using dictionary tools including                             <ul style="list-style-type: none"> <li>○ recognizing spelling patterns for short vowels and some long vowels</li> <li>○ using syllable division and word stress rules</li> <li>○ using an English -English learner's dictionary for pronunciation and meaning</li> </ul> </li> <li>• Relate material from course readings to individual experiences</li> <li>• Demonstrate reading strategies with low-intermediate level texts including:                             <ul style="list-style-type: none"> <li>○ understanding pronoun referents</li> <li>○ skimming</li> <li>○ scanning</li> <li>○ guessing word meaning from context by using appositives or examples</li> </ul> </li> <li>• Identify and analyze the main ideas of course readings through:                             <ul style="list-style-type: none"> <li>○ distinguishing the chronological order of sentences</li> <li>○ analyzing patterns of organization</li> </ul> </li> <li>• Identify details that support the main idea of a paragraph</li> <li>• Apply test taking strategies to unit tests when:                             <ul style="list-style-type: none"> <li>○ predicting test questions</li> <li>○ answering multiple choice and true/false questions</li> </ul> </li> </ul>			

***At the end of the semester, students can:***

Reading & Listening for Academic Purposes	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
			<ul style="list-style-type: none"> <li>• Apply reading strategies with intermediate ESL texts including:               <ul style="list-style-type: none"> <li>○ using headings and subheadings in a text to make outlines for notes and make predictions about content</li> <li>○ recognizing key words and phrases in a text</li> <li>○ identifying main ideas</li> </ul> </li> <li>• Record adequate notes while listening to a 5-10 minute lecture based on course content by listening for verbal and non-verbal cues</li> <li>• Recognize and recall general academic and subject specific vocabulary</li> <li>• Relate content material to personal experiences or other knowledge</li> <li>• Apply note-taking strategies to reading and lecture notes including:               <ul style="list-style-type: none"> <li>○ using a 2-column note-taking system</li> <li>○ using abbreviations and symbols</li> <li>○ indenting</li> <li>○ leaving white space</li> <li>○ highlighting key words and concepts</li> <li>○ writing phrases instead of complete sentences</li> </ul> </li> <li>• Recognize and recall content from intermediate-level ESL texts</li> <li>• Apply test-taking strategies to chapter tests:               <ul style="list-style-type: none"> <li>○ analyzing the structure of multiple choice and true-false questions to determine type of information requested</li> <li>○ constructing clear, relevant responses of 3-5 sentences in length to short answer questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply reading strategies to high intermediate texts including:               <ul style="list-style-type: none"> <li>○ developing questions before reading a text</li> <li>○ using headings and subheadings in a text to make outlines for notes and make</li> <li>○ recording reading notes</li> <li>○ reviewing reading content after completing the reading</li> </ul> </li> <li>• Record notes while listening to a 15-minute academic lecture based on course content while listening for common verbal and non-verbal cues</li> <li>• Relate content material to personal experience or other knowledge</li> <li>• Recognize, recall, analyze, and utilize general academic and subject specific vocabulary</li> <li>• Apply note-taking strategies to reading and lecture notes including:               <ul style="list-style-type: none"> <li>○ experimenting with a variety of note-taking systems such as a 2-column note-taking system; an outlining system; and mapping or charting notes</li> <li>○ using abbreviations and symbols</li> <li>○ indenting</li> <li>○ leaving white space</li> <li>○ highlighting key words and concepts</li> <li>○ writing phrases instead of complete sentences</li> </ul> </li> <li>• Recognize, recall, and summarize content from carrier topic readings from a high school or undergraduate academic text</li> <li>• Apply test-taking strategies to chapter tests, including:               <ul style="list-style-type: none"> <li>○ predicting potential test questions to use in preparation for chapter tests</li> <li>○ analyzing the structure of multiple choice and true-false questions to determine what type of information is being requested</li> <li>○ constructing clear, relevant responses of 4-6 sentences in length to short answer questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply reading strategies in order to synthesize, record, and report the main ideas from an undergraduate academic text</li> <li>• Record notes while listening to a 15-20 minute academic lecture based on course content while listening for common verbal and non-verbal cues</li> <li>• Relate content material to personal experience or other knowledge</li> <li>• Recognize, recall, analyze, and utilize academic and subject specific vocabulary</li> <li>• Apply note-taking strategies to reading and lecture notes including:               <ul style="list-style-type: none"> <li>○ paraphrasing techniques</li> <li>○ using abbreviations and symbols</li> <li>○ indenting</li> <li>○ leaving white space</li> <li>○ highlighting key words and concepts</li> <li>○ writing phrases instead of complete sentences</li> </ul> </li> <li>• Recall, synthesize, and summarize content from carrier topic readings from an undergraduate academic text</li> <li>• Apply test-taking strategies to chapter tests including:               <ul style="list-style-type: none"> <li>○ predicting potential test questions to use in preparation for chapter tests</li> <li>○ analyzing the structure of multiple choice and true-false questions to determine type of information requested</li> <li>○ constructing clear, relevant responses of 4-8 sentences in length to short answer questions</li> </ul> </li> </ul>

**At the end of the semester, students can:**

Oral Communication	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Demonstrate perception of accurate vowel and consonant sounds</li> <li>• Demonstrate awareness of word endings in English.</li> <li>• Identify word stress in multi syllabic words.</li> <li>• Identify focal stress in sentence-level rhythm.</li> <li>• Identify content words versus function words in written and aural contexts.</li> <li>• Recognize the content of verbal requests for information about the specific topics and vocabulary discussed in class.</li> </ul> <p><b>Pronunciation: Focused Production</b></p> <ul style="list-style-type: none"> <li>• Use accurate word stress in multi-syllabic words and focal stress in sentence-level rhythm in discrete sentences.</li> <li>• Use word endings in English accurately in discrete words and phrases (highly controlled speaking situation).</li> <li>• Use the phonetic alphabet as a tool for focused perception and production</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Demonstrate perception of accurate vowel and consonant sounds</li> <li>• Identify reduced forms and common contractions in spoken conversation.</li> <li>• Identify the important ideas of a 2-3 minute oral discourse about topics and vocabulary discussed in class</li> <li>• Recognize the content of verbal requests for information (wh- questions)</li> </ul> <p><b>Pronunciation: Focused Production</b></p> <ul style="list-style-type: none"> <li>• Use accurate word stress in multi-syllabic words. Use focal stress in sentence-level rhythm and in short strings of sentences</li> <li>• Use word endings in English accurately in words, phrases, and short strings of sentences (highly controlled speaking situation)</li> <li>• Use the phonetic alphabet as a tool for focused perception and production of consonants and vowels</li> </ul>	<p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Organize two individual 3-5 minute presentations</li> <li>• Maintain overall comprehensibility during presentations.</li> </ul> <p><b>Speaking and Listening Fluency &amp; Usage in Academic Settings</b></p> <ul style="list-style-type: none"> <li>• Participate in conversations/discussions and reach group decisions</li> <li>• Describe and narrate academic content in most informal (discussion) and some formal (presentation) settings</li> <li>• Use polite disagreement and interruption strategies during discussions</li> <li>• Demonstrate comprehension of the academic content (American government) given in 5-10 minute lectures.</li> <li>• Fulfill tasks that require students to take the initiative to speak English outside the classroom</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Identify the rhythm patterns (focus words) of phrases, sentences, and longer speech events.</li> <li>• Use accurate word stress in multi-syllabic words. Use focal stress in paragraph discourse.</li> <li>• Use the phonetic alphabet as a tool for focused perception and production of consonants and vowels</li> <li>• Use word endings in English accurately in paragraph discourse</li> </ul>	<p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Organize one two-part presentation (pairs or groups) and one group presentation in which each student speaks for 3-5 minutes.</li> </ul> <p><b>Speaking and Listening Fluency &amp; Usage in Academic Settings</b></p> <ul style="list-style-type: none"> <li>• Participate in conversations/discussions and reach group decisions.</li> <li>• Use fixed phrases to support opinions, hypothesize, agree and disagree, and interrupt politely during discussions.</li> <li>• Demonstrate comprehension of the academic content given in 10-15 minute lectures.</li> <li>• Fulfill tasks that require students to take the initiative to speak English outside the classroom.</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Identify and produce intonation patterns during discussions and presentations.</li> <li>• Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations.</li> </ul>	<p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Organize one two-part presentation (pairs or groups) and one individual presentation in which each student speaks for 5-7 minutes.</li> <li>• Organize and lead a whole class discussion in a small group.</li> </ul> <p><b>Speaking and Listening Fluency &amp; Usage in Academic Settings</b></p> <ul style="list-style-type: none"> <li>• Use fixed phrases to support opinions, hypothesize, agree and disagree, and interrupt politely during discussions.</li> <li>• Participate in conversations &amp; discussions and reach group decisions</li> <li>• Demonstrate comprehension of the academic content given in 15-20 minute lectures</li> <li>• Fulfill tasks that require students to take the initiative to speak English outside the classroom</li> </ul>

**At the end of the semester, students can:**

		<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>	<b>LEVEL IV</b>	<b>LEVEL V</b>
<b>Oral Fluency</b>	<b>Fluency and Vocabulary Building</b> <i>(general clarity &amp; appropriate use of new vocabulary)</i>	<ul style="list-style-type: none"> <li>Comprehensibly speak about common conversational topics including oneself, family, country, daily activities, food, and health</li> <li>Use target vocabulary accurately</li> <li>Express understanding of language commonly used on a daily basis</li> <li>Give appropriate responses to verbal requests for information about the topics and vocabulary discussed in class</li> <li>Make appropriate and comprehensible verbal requests for information of instructor and classmates</li> </ul>	<ul style="list-style-type: none"> <li>Increase variety and comprehensibility of learner's vocabulary related to the common conversational topics addressed in the course</li> <li>Maintain simple face-to-face conversations by asking and responding to simple questions in some informal settings and in a limited number of public settings</li> <li>Respond to questions regarding topics related primarily to oneself and the immediate environment</li> <li>Make appropriate and comprehensible verbal requests for information of teacher and classmates</li> </ul>			
	<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>Identify and apply basic listening comprehension strategies to understand main ideas of oral dialogues</li> <li>Recognize the pronunciation of vocabulary and functions related to the conversational topics of the class</li> </ul>	<ul style="list-style-type: none"> <li>Identify and apply basic listening comprehension strategies to understand main ideas of oral dialogues</li> <li>Recognize the pronunciation of vocabulary and functions related to the conversational topics of the class</li> </ul>			
	<b>Confidence</b>	<ul style="list-style-type: none"> <li>Recognize and use specific negotiation strategies to clarify communication</li> <li>Fulfill English-speaking tasks outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Fulfill English speaking tasks outside of the classroom</li> </ul>			

***At the end of the semester, students can:***

<b>Extensive Reading</b>	<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>	<b>LEVEL IV</b>	<b>LEVEL V</b>
	<ul style="list-style-type: none"> <li>• Read 2 extended, guided ESL readers independently at the 1200 word level</li> <li>• Summarize events of 5-8 pages</li> <li>• Identify main ideas from passages (approximately 5-8 pages)</li> <li>• Describe characters and their roles in the text</li> <li>• Identify major themes</li> <li>• Expand vocabulary</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> <li>• Make inferences about characters and relationships within the context of the reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read 2 extended texts independently (1 simplified text of intermediate level of about 1700 words and one authentic text at the Flesch-Kincaid grade level of 4-6)</li> <li>• Summarize events of 5-10 pages</li> <li>• Identify main ideas from passages (1-2 chapters in length)</li> <li>• Make inferences about characters and relationships within the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes in Level 2 texts</li> <li>• Expand vocabulary</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Read two authentic extended texts independently at the Flesch-Kincaid grade level 6-8, approximately 180-200 pages per text</li> <li>• Summarize events of 10-20 pages</li> <li>• Identify main ideas from passages</li> <li>• Make inferences about characters and relationships within the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Read two authentic extended texts independently at the Flesch-Kincaid grade level 8-10, approximately 175-300 pages per text</li> <li>• Summarize events of 20-30 pages</li> <li>• Identify main ideas from passages</li> <li>• Make inferences about characters and relationships within and beyond the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes in works</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Read two authentic extended texts independently at the Flesch-Kincaid grade level 10-12, approximately 300 pages per text</li> <li>• Summarize events of 25+ pages</li> <li>• Identify main ideas from passages</li> <li>• Make inferences about characters and relationships within and beyond the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes in works</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>

***At the end of the semester, students can:***

ACADEMIC WRITING FOR UNIVERSITY EXAMS	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
			<ul style="list-style-type: none"> <li>• Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples in parts of chapters from a high school textbook</li> <li>• Write organized reading notes which include key terms, main ideas, explanations, examples, and graphic organizers</li> <li>• Predict test questions based on readings, class discussion, and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately</li> <li>• Locate examples of academic vocabulary in the assigned text; use conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Write answers to different types of questions such as definitions and identifications (1-2 sentences), short-answers (5-8 sentences; ½ page), and short essays (8-15 sentences, up to 1 page) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> </ul>	<ul style="list-style-type: none"> <li>• Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples parts of chapters from high school and college level textbooks</li> <li>• Write organized reading notes which include key terms, main ideas, explanations, examples, graphic organizers, and summaries</li> <li>• Predict test questions based on readings, class discussion and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately</li> <li>• Locate examples of academic vocabulary in the assigned texts; increase the complexity of the conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Write answers to different types of questions such as definitions and identifications (1-2 sentences), short-answers (5-8 sentences; ½ page), and short essays (15-20 sentences, up to 1 page) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Paraphrase information with some reliance on the original text when writing test answers</li> </ul>	<ul style="list-style-type: none"> <li>• Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples in parts of chapters of college level textbooks</li> <li>• Write organized reading notes which include key terms, main ideas, paraphrased explanations, examples, graphic organizers, and summaries</li> <li>• Predict test questions based on readings, class discussion and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately</li> <li>• Locate examples of academic vocabulary in the assigned texts; increase the complexity of the conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Write answers to different types of questions such as definitions and identifications (2-3 sentences), short-answers (5-8 sentences; ½ page), and short essays (20-25 sentences, or 1-1 ½ pages) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Paraphrase information with minimal reliance on the original text when writing test answers</li> </ul>

**At the end of the semester, students can:**

Structure & Composition	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through interviews/group discussion, graphic organizers, and brainstorming</li> <li>• Produce paragraphs (5 sentence minimum) with topic sentences, supporting details, and conclusion sentences through a process of drafting and revision</li> <li>• Use the language of narration, exemplification, or description</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, and synonyms</li> <li>• Demonstrate fluency by communicating ideas in journal writing and 1-paragraph timed writing assignments</li> <li>• Evaluate and edit writing for content, organization, and grammar</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to the high beginning level*</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through interviews/group discussion, graphic organizers, brainstorming</li> <li>• Demonstrate organization of ideas using clustering or graphic organizers</li> <li>• Produce organized paragraphs (7 sentence minimum) with topic sentences, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of narration, exemplification, process, comparison/contrast or description</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, and signal words</li> <li>• Demonstrate fluency by communicating ideas in journal writing and 1-paragraph timed writing assignments</li> <li>• Evaluate and edit writing for content, organization, and grammar</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to low intermediate level*</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through interviews/group discussion, graphic organizers, brainstorming, and freewriting</li> <li>• Demonstrate organization of ideas using graphic organizers or basic outlines</li> <li>• Produce organized paragraphs (8 sentence minimum) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of description, process, comparison/contrast, cause/effect, classification, and definition</li> <li>• Develop supporting ideas with examples, explanations, or facts</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions</li> <li>• Demonstrate fluency by communicating ideas through paragraph and multi-paragraph timed writing assignments</li> <li>• Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision</li> <li>• Evaluate and edit writing for content, organization, grammar, and academic vocabulary</li> <li>• Refer to teacher-chosen published sources appropriately</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to intermediate level*</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through brainstorming, freewriting, or group discussion</li> <li>• Demonstrate organization of ideas using graphic organizers or detailed outlines</li> <li>• Produce organized paragraphs (minimum 10 sentences) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of description, process, comparison/contrast, cause/effect, classification, and definition jointly</li> <li>• Develop supporting ideas with examples, explanations, facts, or analysis</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions</li> <li>• Demonstrate fluency by communicating ideas through paragraph and multi-paragraph timed writing assignments</li> <li>• Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision</li> <li>• Write multi-paragraph expository, analytical, evaluative, objective, or summary assignments</li> <li>• Summarize, paraphrase, and synthesize a variety of credible (instructor-selected) Internet and library sources into multi-paragraph essay</li> <li>• Evaluate and edit writing for content, organization, grammar, register, and academic vocabulary</li> <li>• Use attribution language and APA citation skills for limited library or Internet sources</li> <li>• Perform instructor-guided Internet and library searches to find credible sources of research</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to high-intermediate level*</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through freewriting or group discussion</li> <li>• Demonstrate organization of ideas using graphic organizers or detailed outlines</li> <li>• Produce organized paragraphs (minimum 10 sentences) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of description, process, comparison/contrast, cause/effect, classification, and definition jointly</li> <li>• Develop supporting ideas with examples, explanations, facts, or analysis</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions</li> <li>• Demonstrate fluency by communicating ideas in multi-paragraph timed writing assignments</li> <li>• Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision</li> <li>• Write multi-paragraph expository, analytical, evaluative, objective, persuasive, argumentative or summary assignments</li> <li>• Summarize, paraphrase, and synthesize a variety of credible (self-selected) Internet and library sources into multi-paragraph essay</li> <li>• Evaluate and edit writing for content, organization, grammar, register, and academic vocabulary</li> <li>• Use attribution language and APA citation skills for a variety of library and Internet sources</li> <li>• Perform independent Internet and library searches to find credible sources of research</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to high-advanced level*</li> </ul>

**APPENDIX 2**



**Student Request to Change Level/Class**

If you would like to request a level/class change, please complete this form and submit it to the IEP Director or Student Services Coordinator. This form will not be accepted after the end of the first full week of classes.

Please note: The IEP will not change your schedule for personal reasons only (i.e. you don't like one of the students in the class, you think you won't like the instructor, etc.).

Name: \_\_\_\_\_ Student Number: 001\_\_\_\_

Request change from \_\_\_\_\_ to \_\_\_\_\_

Reason: Please give a detailed explanation of why you are requesting this change. Continue your paragraph on the back if necessary.