INTENSIVE ENGLISH PROGRAM HANDBOOK

WELCOME

This handbook is designed to help you understand the process of living and studying in the United States of America and on our campus. We, here at the Office of Global Engagement at the University of Northern Colorado, would like to make your stay with us a productive and pleasurable one.

You have entered an era of change in your life which will be both exciting and rewarding. Living and studying in a foreign country presents you with many challenges. These include challenges in the classrooms, challenges of daily life outside the classrooms, challenges of adapting to our campus and community, and challenges of being in an environment which is probably very different than what you are accustomed to.

This handbook will briefly address the different areas of importance to every international student at our university. These include a review of immigration laws and regulations that affect you as a student, a summary of university policies and procedures that affect your everyday performance as a student at UNC as well as information about some of the services available on our campus that affect your daily life and the organizations on campus that can make your "acculturation" into UNC life more exciting. We also discuss how to make the best of living in our Greeley community, some customs and mores of the American culture, and provide emergency phone numbers and addresses that may help you.

Your information sources are many. Please do not depend on this handbook alone for answers to your questions. Develop the habit of consulting as many sources as possible including the university catalog (http://catalog.unco.edu/), your academic advisor, the director and staff at the Office of Global Engagement, your professors, your student handbook, your colleagues and peers, and other helpful personnel at UNC. Be careful not to make assumptions without proper information since actions based upon these assumptions may hurt your ability to attain your educational goals.

Please come by our office and get acquainted with us. We are very glad you are here with us!

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OFFICE OF GLOBAL ENGAGEMENT

The Office of Global Engagement provides academic, cultural and educational support for international and American students and advocates for a global perspective on the UNC campus. Our programs work individually but constantly collaborate to provide the services necessary to support international students and scholars as well as the growing numbers of UNC students and faculty involved in education abroad. Our goals and mission are identical: to enrich the education of all UNC students by providing an enhanced awareness of our interconnected world.

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INTENSIVE ENGLISH PROGRAM (IEP) MISSION

The Intensive English Program fuses cross-cultural immersion with focused English language instruction to create a unique and distinctive college preparatory experience to ensure our students' future academic success and career readiness.

IEP Program

The Intensive English Program (IEP) is a nationally ranked program, fully accredited by the Commission on English Language Accreditation (CEA). IEP serves as a pathway for English language learners to enhance academic preparedness as well as linguistic and cultural competencies required for career readiness or full admission to UNC's academic programs. Applicants must have completed high school or the equivalent to be considered for IEP admission. Students may be admitted to the IEP only or via conditional acceptance to an academic program. Conditionally admitted students may begin taking some academic/degree coursework when they are placed or reach level 6 in the IEP. IEP students with F1 or J1 visas are required to register as full-time students. Students are full-time when enrolled in 18 classroom hours per week based on federal guidelines 8 CFR 214.2(f)(6)(i). F2 visa holders are not allowed to be full time.

Program Structure and Length

The Intensive English Program (IEP) consists of 7 levels: from Low-Basic to Graduate. IEP levels correspond to the Common European Framework of Reference for Languages (CEFR). There are four core courses in the program: Speaking & Listening, Writing, Grammar, and Reading & Vocabulary. In addition, there are several skill courses available, such as English Pronunciation and Academic Vocabulary. For more information about each course, please refer to the catalog course descriptions.
IEP offers five 8-week sessions throughout the year in accordance with UNC's academic calendar: Fall 1 and Fall 2 sessions coincide with UNC's fall semester, Spring 1 and Spring 2 sessions coincide with spring semester, and the 8-week summer session coincides with the 8-week academic session. In accordance with rolling admission, applicants may choose to begin in any of the 5 sessions. The number of sessions/courses students need to complete the program successfully is based on their initial proficiency which is determined by the placement assessment.

IEP POLICIES & PROCEDURES

English Language Assessment and Placement

English language assessment and placement is required for any international student who does not meet UNC English proficiency requirements. Assessment and placement are conducted either as part of the pre-arrival process via remote assessment or upon arrival to UNC. The language assessment measures English language proficiency in the core areas such as speaking, listening, writing, and grammar. A standardized test is used to determine students' level of English proficiency. The assessment scores are used to determine the student's placement level in the Intensive English Program (IEP) and duration of study in the IEP. A detailed course schedule by term and an academic advising plan are provided to each student upon completion of the IEP assessment. Every IEP student is expected to meet with an advisor to track academic progress at least once a semester.

Full Time Requirement

IEP students on an F1 and J1 visas are required to be registered full-time or a minimum of 18 classroom hours a week. F2 students are not allowed to be enrolled full-time.

Adding and Dropping Courses

Students must register for the IEP courses in which they are placed prior to the course add deadline, according to the IEP academic advising plan. IEP students are responsible for adhering to important UNC deadlines such as: adding/dropping/withdrawing from courses. The add deadline is the 4th day of class, and the drop deadline is the 6th day of class. For exact dates, please refer to IEP course schedules or refer to UNC Registrar.

Academic Progress

Normal academic progress is required to maintain immigration status for international students in F1 and J1 visa status. To show normal academic progress, IEP students must demonstrate 80 % (B-) proficiency in each IEP course. If a student receives a score lower than 80%, they must repeat the course next term in order to continue enrollment in the program. Students are allowed to repeat each course once. Students will be placed on probation immediately after the first unsuccessful attempt to pass a course. If a student fails the same course twice, they will be dismissed from the IEP program.
Split-level academic progress: students cannot take courses that are two or more levels apart in the same term. Lower-level IEP courses must be completed before students transition onto upper-level courses.

Grade Appeal
Should students dispute a final grade, they need to follow the IEP Grade Appeal policy. Students will be required to go through the official UNC grade appeal process. Change of grade is not guaranteed.

Testing out of an IEP Level
If a student desires to test out of their placement level, they must take the final exam from the course which they are challenging. It is at the instructor's discretion to allow students to test out of their class. If the results on the exam indicate proficiency (90% or higher), the student will test out of the course and may proceed to the next level. Testing out of a level must be completed before the add-deadline. Students in the final* levels of the program are not permitted to test out. Students on probation are not allowed to test out of any IEP course. All IEP students must complete required courses to satisfy language proficiency requirements and meet provision for full admission to the university.
*Final levels are Levels 6 for undergraduate students and Level 7 for graduate students.

Concurrent Enrollment in Academic Courses
Concurrent enrollment applies to students who have been granted conditional or provisional admission to the university. IEP-only students are not eligible for concurrent enrollment at any time during their studies in the Intensive English Program. IEP students in levels 1 through 5 are not permitted to take any UNC undergraduate or graduate academic courses. Students who reach level 6 in the program may concurrently enroll in up to 3 credits of academic courses. Students who reach level 7 in the program may concurrently enroll in up to 6 credits of academic courses. A registration hold will be placed to limit academic course registration.
Disclaimer: Music major students are permitted to enroll in up to 3 credits of non-language courses such as: large ensembles, chamber ensembles, applied lessons and studio class in their degree program concurrently with the IEP load even if their initial placement in the program is below Level 6. These class/classes, however, must not interfere with the required IEP courses. In case there is any time conflict, the school of Music assumes responsibility to provide necessary accommodations to the students. Any lecture-style courses requiring reading, writing, and course participation will only be allowed at Level 6 and beyond for concurrent enrollment of Intensive English Program students. If you have questions about this policy, please contact the Director of the Intensive English Program.

IEP Graduation
To receive the IEP certificate of completion, undergraduate students must successfully finish all Level 6 courses with 80% passing score or higher. Graduate students must successfully finish all level 7 courses to meet their provision for full academic admission and graduate from the IEP program. Additionally, all IEP students will have to take the IEP exit exam upon their completion of level 6/7.

IEP OUTCOME MATRIX

	Speaking & Listening	Writing	Grammar	Reading & Vocabulary
Level 1	*You will be able to:* • Pronounce basic vocabulary • Recognize basic vocabulary (free time, school, shopping etc.) • Understand spoken messages if they are delivered slowly • To ask and respond to simple questions • Express yourself in a simple (phrase level) way	*You will be able to:* • Spell the letters of the alphabet • Capitalize some proper nouns (names, countries, and days of the week) • Write two-three word descriptions using basic high-frequency vocabulary	*You will be able to:* • Use the verb [to be] to make statements and questions • Describe your family • Use pronouns [I, you, he/she/it, we and they] in sentences • Describe people and objects	*You will be able to:* • Read the letters of the alphabet • Use a picture dictionary • Read simple words and read a short simple sentence • Spell simple words
Level 2	*You will be able to:* • Pronounce basic vocabulary • Recognize and use basic vocabulary (free time, school, shopping etc.) • Understand spoken messages, including some academic topics if they are delivered slowly • To ask and respond to simple questions and some Wh-questions • Communicate ideas in complete simple sentences • Deliver a short, memorized speech	*You will be able to:* • Capitalize proper nouns • Fill out forms with personal information • Write a short (3 to 4 simple sentences) paragraph about yourself • Spell some high-frequency words with irregular spelling (i.e. bread, does, said etc.)	*You will be able to:* • Explain something that happened in the past • Talk about what is happening in the present • Make a short conversation with someone about yourself and your hobbies • Choose the correct form of a verb for sentences about the past or the present	*You will be able to:* • Find predictable information, like a topic, from a short text • Read simple information like a restaurant menu, an invitation or an advertisement • Label the main idea and the supporting details in a paragraph
Level 3	*You will be able to:* • Recognize and use high-frequency vocabulary (shopping, jobs, hobbies, directions) • Identify the main idea of a message and details or examples • Ask and respond to simple questions and Wh questions in a coherent way	*You will be able to:* • Write simple short paragraphs on familiar topics (shopping, jobs, hobbies, house) • Take notes down while using simple graphic organizers • Write a personal email while following the standard structure	*You will be able to:* • Use complete simple sentences to talk about your routines and hobbies • Use complete sentences to tell a story or describe someone's history • Make a conversation about your life situation in the present and talk about your personal plans for the future	*You will be able to:* • Use the title and some key words and examples in a text to describe the main idea • Read a simple chart and summarize its purpose and main idea • Put a story in order on a timeline • Independently read a complete paragraph and outline its key parts

	• Communicate ideas through simple social exchanges • Keep the conversation going • Deliver a short academic presentation	• Use commas with FANBOYS pronouns to create a longer sentence	• Make questions about something that is true/false; something that happened in the past or might happen in the future	• Use a variety of vocabulary words relating to shopping, jobs, habits and descriptions of people and objects
Level 4	*You will be able to:* • To grasp the main points of a conversation, academic lecture, movie • Recognize and use high-frequency vocabulary (work, school, current event/news) • Understand English speech if it clear and relatively slow paced • Join a conversation at any time and be able to deduct meaning from contextual clues • Communicate and understand academic direction and instruction • Deliver a simplified academic presentation	*You will be able to:* • Write an essay consisting of at least 3 paragraphs on a given topic • Observe the standard structure in writing (Introduction, Body, Conclusion) • Use basic transition words to preserve the flow of ideas in writing • Compose personal and professional emails while following the standard structure	*You will be able to:* • Choose the correct form of a verb to complete sentences about habits, present events, past events, past accomplishments, future plans and predictions • Change the structure of a sentence to make positive sentences, negative sentences, and questions • Make a conversation or write an email asking for advice with a problem or permission for something • Ask and answer a variety of questions about time	*You will be able to:* • Read a text to understand its surface meaning (the main ideas and the supporting details) • Understand an author's purpose for writing • Quickly navigate non-fiction texts to understand the main purpose and idea • Recognize and use a variety of vocabulary words relating to feelings and wishes
Level 5	*You will be able to:* • To grasp the main point and details of a conversation, academic lecture, movie, news reports etc. in a standard dialect • Participate in authentic conversations with native speakers; express and defend your position on a familiar topic • Ask for clarification and use other discourse strategies appropriately • Underhand and use high-frequency academic words • Deliver an academic presentation	*You will be able to:* • Write several 5-paragraph essays • Provide details to support personal statements in essays • Include some evidential support in writing (news reports, textbook references etc.) • Use a variety of transition words to preserve the flow of ideas in writing	*You will be able to:* • Choose the correct form of a verb to complete sentences for any situation or event described through writing • Use the appropriate grammatical forms to have a conversation or an interview in a variety of academic and informal subjects • Speak using appropriate tenses, agreement and level of formality in conversations and presentations on many different topics relating to your personal interests and subject of study	*You will be able to:* • Read a variety of academic texts quickly and use strategies to understand unfamiliar content without the use of a dictionary • Know whether the main idea of a text is directly stated or implied • Locate key information from academic readings without reading the complete text • Summarize the main purpose and the main details of a text using your own words and logic • Understand the structure of contemporary, authentic articles about current events

Level	You will be able to:	You will be able to:	You will be able to:	You will be able to:
Level 6	• Understand most conversations, lectures, movies, news even if they are not presented in an organized manner • Understand and frequently use high-level academic vocabulary (Oxford 3000, IELTS, TOEFL vocabulary) • Express yourself fluently in most situation even when no preparation time is allowed • Differentiate between academic and social/colloquial register's while expressing yourself • Use advanced discourse strategies for authentic communication (i.e. politely disagree) • Deliver academic presentations effectively	• Write a short academic paper defending your position on a certain topic • Provide details reasoning to support personal statements • Include evidential support in writing (academic articles, textbook references etc.) • Use a variety of transition words and phrases to preserve the flow of ideas in writing	• Present your ideas completely and coherently using all twelve of the English tenses in all manners of utterances (statements and questions) • Communicate or present information verbally in detailed and statements that are nearly free of grammatical error on a variety of sophisticated academic topics	• Read authentic university materials ranging from published scholarly papers to literary works of fiction • Interpret and summarize graphs and charts found in authentic materials • Discuss the literal and implied meaning in a variety of authentic materials • Use reading strategies to isolate and incorporate key information into presentations and compositions • Recognize a variety of high-level academic vocabulary words (Oxford 3000, IELTS, TOEFL)
Level 7	• Understand spoken messages in different English accents/dialects • Have no difficulty understanding speech even if it is fast • Participate in any discussion without showing any effort or searching for words • Be fluent, logical, and exact in oral responses • Understand and use puns, and some idiomatic expressions • Repair conversation and clarify/paraphrase your own and other people's words • Deliver academic presentations in a professional manner	• Write a research proposal consisting of (Introduction, Literature Review, Methodology) • Paraphrase original content form even complex academic articles in your major • Analyze and synthesize information form academic research • Critique academic research • Incorporate high-level academic vocabulary in writing		

IEP SAMPLE SCHEDULE

Intensive English Program Schedule (8-week session)

	Level 6-High Advanced Speaking & Listening 2 credits	Level 6-High Advanced Writing 2 credits	Level 6-High Advanced Grammar 2 credits	Level 6-High Advanced Reading & Vocab 2 credits	Level 7-Graduate Grad Oral Presentation 2 credits	Level 7-Graduate Grad Research Writing 2 credits	Skill Course Academic Vocabulary II 1 credit	Skill Course English Pronunciation 1 credit
Course								
Day & Time	MTWR 9:00 -10:00	MTWR 10:10-11:10	MTWR 12:00-1:00	MTWR 1:10-2:10	M/W 10:10-12:05	T/R 9:30-11:30	T/R 2:20-3:20	F 10:10-12:05
Course CRN Room	CIE 060 CRN TBD TBD	CIE 061 CRN TBD TBD	CIE 063 CRN TBD TBD	CIE 064 CRN TBD TBD	CIE 070 CRN TBD TBD	CIE 071 CRN TBD TBD	CIE 095 CRN TBD TBD	CIE 025 CRN TBD TBD

COURSE REGISTRATION INSTRUCTIONS

1. Go online to **ursa.unco.edu**.

2. If you've never logged in to Ursa, click on Student password reset / account activation to activate your Ursa account. If you've used Ursa before, enter your username and password and click Login.

Username

Password

☐ Warn me before logging in to other sites.

Sign In

Access Management
Student password reset / account activation
Staff password reset / account activation
What is my Bear Number?

Need Help?
Contact the Technical Support Center:
Phone +1-970-351-4357

3. Click on the **Student** tab.

My Account	Student	Financial
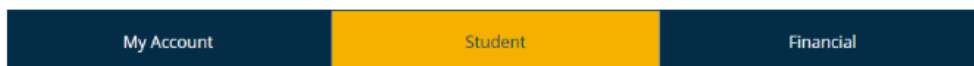
4. In the *Register for Classes* section under *Registration and Grades*, click on *Register, Add or Drop/Withdraw Classes*.

Registration and Grades

📖 Register for Classes

- Registration Status
- Look Up Classes
- **Register, Add or Drop/Withdraw Classes**
- Registration Help
- Week at a Glance
- Detail Schedule
- Change Class Options
- Registration History
- View Student Information
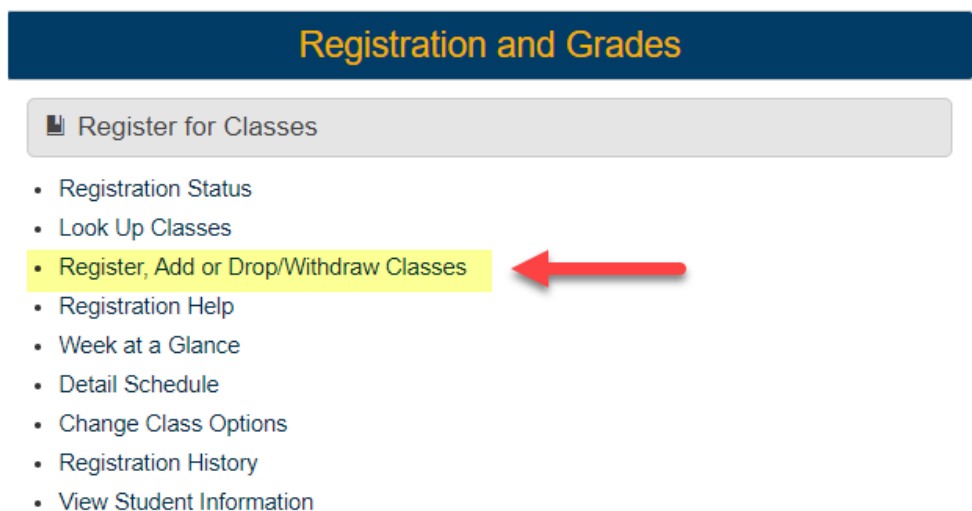
5. On the Registration Landing Page, You have the following Options:

- **Prepare for Registration - View Registration Status**
  - Checks that Student status and academic status permits registration
  - Checks for hold that would prevent registration
  - Shows any Permit Overrides granted
  - Shows class standing for registration purposes

- **Browse for classes or browse the Course Catalog**
- **View Registration Information**
  - View past and current registrations
- **Register for Classes**

6. From the drop-down menu, select the term you want to register for and click on **Continue**.

7. If you know the CRNs (five-digit class codes), enter them on the **Enter CRNs tab** and click on **Add to Summary** to add to registration summary. If you would like to add additional CRNs, click on the **Add Another CRN** link to add as many CRNs as you wish.

10. To select a class, click on the **Add** button. You can add all your classes to the class **Summary** or add one course at a time.

Go to the bottom of the page and click on **Accept/Submit** button to add the class to your schedule. If your registration is successful you will see a **Save Successful** message in the upper right hand corner of your browser. Additionally, you will see a status of **Registered** in the course **Summary** area.
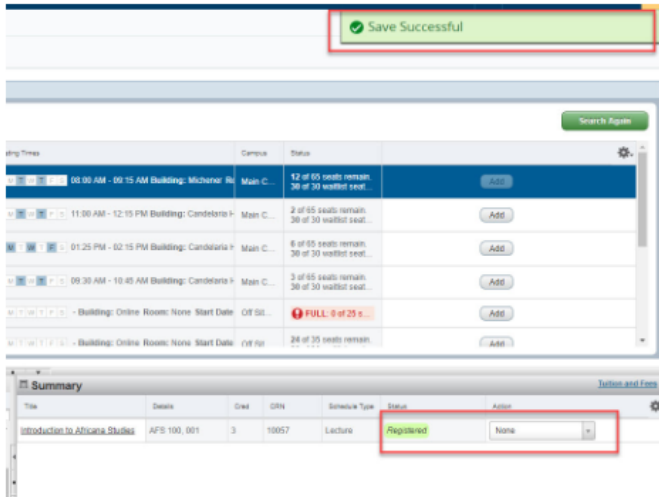
 If there are registration errors, those will also appear in the upper right hand corner and in the course **Summary** area. You will need to resolve those errors before you can register for the course.
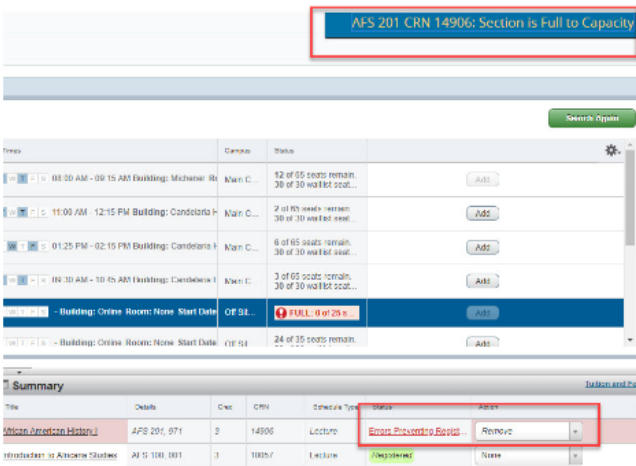
11. If you need to register for a course that has variable credit, once you have added the course to your schedule, please go back to the student tab of your URSA and select '**Adjust Variable Credit**' link.

Adjust your credit amount and click on the **Submit Changes** button.

Doctoral Dissertation
Course: 12589 APCE 799 072
Credit Hours (1.000 to 12.000): `1.000`

Grade Mode: NR Pass/Fail (S, U, NR, UW)
Course Level: Graduate

`Submit Changes` `Reset`

Return to Previous

12. You can confirm the changes on your **Detail Schedule** in Ursa.

Registration and Grades

🔖 Register for Classes

- Registration Status
- Look Up Classes
- Register, Add or Drop/Withdraw Classes
- Registration Help
- Week at a Glance
- Detail Schedule
- Adjust Variable Credits
- Registration History
- View Student Information

IEP classes usually take place in McKee and Candelaria buildings. Check your paper schedule or in URSA for buildings and classroom numbers.

Additional Language Support and Community

OGE and the IEP offer various cultural events to help students acclimatize to life in the US. You can find a list of upcoming events on our Event website: https://www.unco.edu/global/events/upcoming-events/. Events include immigration orientation, shopping trips, movie nights, game nights, trips to Denver and the Rocky Mountains, and many more opportunities to experience UNC, Greeley, and Colorado and meet friends and feel more at home.

IEP also offers conversation clubs, delivered by experienced TESOL instructors and experts on diverse cultures. These are a safe space for language learners to practice their English language skills whilst meeting people from all over the world and the US. These take place on Wednesdays from 4pm to 5pm in Wilson Hall lounge.

AMERICAN IDIOMS AND EXPRESSIONS

Big Deal	Anything important or exciting; or, if a negative tone is used, "so what?" or "who cares?"
Brain Fried	Having been studying for too long
Broke	Having no money
Bummer	(or bummed) bad experience, bad news
BYO	"Bring your own"; the invitation to social events may stipulate that you must bring beverages for yourself to drink because your host will not provide them.
Cash	Paying someone with currency rather than a credit or debit card.
Change	Coins (pennies, nickels, dimes, and quarters). Also refers to the money you receive back after making a purchase.
Check out	To borrow a library book for a certain period of time, to pay for items at a store, or to examine something carefully.
Cool	Popular; exciting.
Crack up	To lose emotional control in laughter.
Feeling down	To feel depressed or sad.
Fed up	To be bored or disgusted.
Give a ring	To call on the telephone.
Go Dutch	Everyone pays his or her own way when at a social event, such as a restaurant meal or a movie
Greeks	Members of fraternities and sororities.
Gross	Slang term denoting someone or something that is crude or extremely unpleasant.
Hang on	Usually used in reference to a telephone call and means "do not hang up the receiver." It can also indicate that a person wishes for you to wait while they get information for you.
Hold your horses	Be patient.
Over my dead body	Not if I can stop it.
Phony	Someone who is insincere; also fake
Potluck	A lunch or dinner to which the guests bring food or beverage to share with others in a collaborative group meal.
RSVP	Respond to an invitation in writing or by telephone to say if you will attend or not.
Rain check	To put off until sometime in the future.
Hang out	To spend time with someone.
Catch ya later	To see someone later.
How's it going?	How are you?
What's going on or What's up?	What are you doing?
To screw up	To make a mistake

MISCELLANEOUS

Telephone Calls

The telephone serves as a common mode of communication in America. It is best to make business calls between 8:00 am and 5:00 pm. Personal calls should be made between 9:00 am and 9:00 pm unless prior permission to call earlier or later has been given or if there is an emergency. When making international calls, purchasing a calling card is the most cost-effective method.

Colorado is in the Mountain Time Zone. This means that when it is 8:00 am in Greeley, it is 10:00 am in New York, 9:00 am in Chicago, and 7:00 am in Los Angeles.