

Intensive English Program: Student Handbook 2022-23



Center for English Language Programs

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

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Important Dates

Fall 2022

August 14	Arrival in Mankato for new international students - <u>You are required to arrive in time to attend all orientation events.</u>
August 15	Check-in for new international students (copy immigration documents, get student ID card, open bank account if needed)
August 15-19	Mandatory Orientation for all new incoming international students
August 22	First day of classes
September 5	Labor Day Holiday - University is closed
November 23-27	Thanksgiving Break - University is closed
December 5-9	Final week of classes and final exams – must attend classes



Spring 2023

January 3	Arrival in Mankato for new international students - <u>You are required to arrive in time to attend all orientation events</u>
January 3	Check-in for new international students (copy immigration documents, get student ID card, open bank account if needed)
January 3-6	Mandatory Orientation for all new incoming international students
January 6	New IEP student orientation
January 9	First day of classes
January 16	Martin Luther King Day Holiday – University is closed
March 6-10	March Break - No classes
May 1-5	Final week of classes and final exams – must attend classes



Intensive English Program Overview

IEP Eligibility

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

- between 20 and 60 on the TOEFL iBT test; or
- between 340 and 499 on the TOEFL PBT test; or
- between 3.5 and 5.0 on the IELTS test; or
- between 28 and 46 on the Pearson Test of English (PTE) test; or
- between 50 and 94 on the Duolingo test; or
- or below 400 on the SAT.

IEP Levels and Curriculum

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

The IEP currently consists of four levels:

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

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

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

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

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

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

Intensive English Program Levels and List of Courses

Level	Designator	Title	Hours per Week
Advanced Level			
IEP Level 4	IEP 040	Advanced Reading and Vocabulary	4
IEP Level 4	IEP 041	Advanced Writing	4
IEP Level 4	IEP 042	Advanced Listening and Speaking	4
IEP Level 4	IEP 043	Advanced Grammar	4
IEP Level 4	IEP 044	Advanced Special Topics	4
Academic Courses	-----	Various courses up to 4 credits	4*
High Intermediate Level			
IEP Level 3	IEP 030	High-Intermediate Reading and Vocabulary	4
IEP Level 3	IEP 031	High-Intermediate Writing	4
IEP Level 3	IEP 032	High-Intermediate Listening and Speaking	4
IEP Level 3	IEP 033	High-Intermediate Grammar	4
IEP Level 3	IEP 034	High-Intermediate Special Topics	4
Low-Intermediate Level			
IEP Level 2	IEP 020	Low-Intermediate Reading and Vocabulary	4
IEP Level 2	IEP 021	Low-Intermediate Writing	4
IEP Level 2	IEP 022	Low-intermediate Listening and Speaking	4
IEP Level 2	IEP 023	Low-Intermediate Grammar	4
IEP Level 2	IEP 024	Low-Intermediate Special Topics	4
Beginning Level			
IEP Level 1	IEP 010	Beginning Reading and Vocabulary	4
IEP Level 1	IEP 011	Beginning Writing	4

IEP Level 1	IEP 012	Beginning Listening and Speaking	4
IEP Level 1	IEP 013	Beginning Grammar	4
IEP Level 1	IEP 014	Beginning Special Topics	4

IEP Level Placement

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

Advanced Level:

- TOEFL iBT 54-60
- TOEFL ITP/PBT 480-499
- IELTS 5.0
- PTE 43-46
- Duolingo 85-94
- SAT Reading 370-390

High-Intermediate Level:

- TOEFL iBT 47-53
- TOEFL ITP/PBT 455-479
- IELTS 4.5
- PTE 38-42
- Duolingo 75-84
- SAT Reading 330-360

Low-Intermediate Level:

- TOEFL iBT 31-46
- TOEFL ITP/PBT 400-454
- IELTS 4.0
- PTE 33-37
- Duolingo 65-74

Beginning Level:

- TOEFL iBT 20-30
- TOEFL ITP/PBT 340-399
- IELTS 3.5
- PTE 28-32

- Duolingo 50-64

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

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

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

Any additional TOEFL, IELTS, Duolingo or other approved exam scores obtained after initial placement and during or after the first semester will not be used for level placement. Until students graduate from the IEP and achieve regular admission, they can't skip an IEP level and must follow the level sequence. The only exception is the TOEFL ITP exam, which is given to all students at the end of every semester.

IEP Course Descriptions and Outcomes

Advanced Level

IEP 040: Advanced Reading and Vocabulary

Description:

In this course, multilingual students in the Intensive English Program develop their reading comprehension and vocabulary skills at an advanced level. These skills include reading academic texts from a variety of genres and using a variety of reading and vocabulary-building strategies. The course will help prepare students for regular entrance to the university.

Outcomes:

- Comprehend and analyze an extensive range of authentic academic reading texts from a variety of genres
- Comprehend and analyze authentic literary texts
- Use a variety of reading strategies to improve comprehension that include: previewing; predicting; understanding main ideas and details; skimming; scanning; understanding text organization; and reading critically
- Use a variety of vocabulary learning strategies to develop vocabulary and reading ability that include: guessing meaning from context; word analysis; recognizing collocations; using electronic and online dictionaries; and collecting information about new words and phrases in a vocabulary notebook

IEP 041: Advanced Writing

Description:

In this course, multilingual students in the Intensive English Program develop their writing skills at an advanced level. These skills include writing 4-5 paragraph essays, such as research essays; writing personal responses to authentic literary texts; and appropriately using grammatical structures for different academic genres. The course will help prepare students for regular entrance to the university.

Outcomes:

- Write 4-5 paragraph essay compositions, including research essays
- Write personal responses to authentic literary texts
- Use a variety of writing strategies to create coherent and well-written essays: for example, brainstorming content ideas, drafting, receiving feedback, revising content, and editing for better grammar and vocabulary use
- Recognize and use complex grammar forms

IEP 042: Advanced Listening and Speaking

Description:

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

Outcomes:

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

IEP 043: Advanced Grammar

Description:

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

Outcomes:

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

IEP 044: Advanced Special Topics

Description:

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

Outcomes:

- Define, explain, and analyze various concepts, principles, and targeted vocabulary related to selected interdisciplinary themes
- Comprehend an extensive range of academic and authentic reading and listening texts based on selected interdisciplinary themes
- Write 4-5 paragraph essays and personal responses based on rhetorical styles appropriate to selected interdisciplinary themes
- Participate in academic conversations and present oral reports based on selected interdisciplinary themes
- Participate in small group discussions and projects by developing cooperative and team-building skills

High-Intermediate Level

IEP 030: High-Intermediate Reading and Vocabulary

Description:

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

Outcomes:

- Comprehend an extensive range of academic reading texts from a variety of genres
- Comprehend story-based texts in the form of graded readers
- Use a variety of reading strategies to improve comprehension that include previewing, making and confirming predictions, identifying main ideas and supporting details, skimming for global understanding, scanning to locate specific information, identifying cohesive devices, understanding text organization, recognizing and understanding figurative language, paraphrasing, writing summaries, and identifying the main elements of a story

- Use a variety of vocabulary learning strategies to develop vocabulary and reading ability: for example, inferring word meaning from context, recognizing word forms, recognizing and understanding the meanings of prefixes and suffixes, recognizing synonyms and antonyms, recognizing and formulating collocations, identifying relationships between words, making vocabulary cards, and using electronic and online dictionaries

IEP 031: High-Intermediate Writing

Description:

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

Outcomes:

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

IEP 032: High-Intermediate Listening and Speaking

Description:

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

Outcomes:

- Comprehend an extensive range of academic lectures and other types of audio-visual texts based on a variety of interdisciplinary themes and rhetorical styles
- Develop a variety of note-taking skills while listening to academic texts
- Use a variety of listening strategies to improve comprehension that include activating background knowledge about the topic, making and confirming predictions, listening for global understanding, listening to identify main ideas, listening to identify details, identifying discourse markers, recognizing common reductions in speech, identifying word segmentation, inferring meaning from context, interpreting the meaning and use of stress and intonation, monitoring comprehension, and understanding text organization
- Participate in academic and social conversations and in interviews by using a variety of speaking strategies such as asking for and expressing opinions, maintaining a conversation, holding the floor, supporting ideas and opinions with details and examples, and asking for clarification
- Prepare and perform oral presentations by using a variety of strategies and techniques that include collecting information, selecting and organizing information into a presentation outline, making effective note cards, using eye contact to connect with the audience, preparing and using effective visual aids and/or

presentation software, using one's voice and body language effectively, avoiding fillers, and using transition and signal words/phrases

- Develop pronunciation skills by recognizing and pronouncing individual consonant and vowel sounds, intonation, and stress to process and communicate meanings
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP 033: High-Intermediate Grammar

Description:

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

Outcomes:

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

IEP 034: High-Intermediate Special Topics

Description:

In this course, multilingual students in the Intensive English Program at the high-intermediate level develop their overall language proficiency across all four skills of listening, speaking, reading, and writing in an integrated manner through a focus on selected interdisciplinary themes and topics.

Outcomes:

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

Low-Intermediate Level

IEP 020: Low-Intermediate Reading and Vocabulary

Description:

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

Outcomes:

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

IEP 021: Low-Intermediate Writing

Description:

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

Outcomes:

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

IEP 022: Low-Intermediate Listening and Speaking

Description:

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

Outcomes:

- Comprehend a select range of academic lectures and other types of audio-visual texts based on a variety of interdisciplinary themes and rhetorical styles
- Develop basic note-taking skills while listening to short academic texts
- Use a variety of listening strategies to improve comprehension such as activating background knowledge about the topic, making and confirming predictions, listening for global understanding, listening to identify main ideas, listening to identify details, identifying discourse markers, recognizing common reductions in speech, identifying word segmentation, inferring meaning from context, interpreting the meaning and use of stress and intonation, monitoring comprehension, and understanding text organization

- Participate in academic and social conversations and in interviews by using a variety of speaking strategies such as asking for and expressing opinions, maintaining a conversation, holding the floor, supporting ideas and opinions with details and examples, and asking for clarification
- Prepare and perform short oral presentations by using a variety of strategies and techniques: for example, collecting information, selecting and organizing information into a presentation outline, making effective note cards, using eye contact to connect with the audience, preparing and using effective visual aids and/or presentation software, using one's voice and body language effectively, avoiding fillers, and using transition and signal words/phrases appropriately
- Develop pronunciation skills by recognizing and pronouncing individual consonant and vowel sounds, intonation, and stress to process and communicate meanings
- Participate in small group discussions and projects by developing cooperative and team-building skills

IEP 023: Low-Intermediate Grammar

Description:

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

Outcomes:

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

IEP 024: Low-Intermediate Special Topics

Description:

In this course, multilingual students in the Intensive English Program at the low-intermediate level develop their overall language proficiency across all four skills of listening, speaking, reading, and writing in an integrated manner through a focus on selected interdisciplinary themes and topics.

Outcomes:

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

Beginning Level

IEP 010: Beginning Reading and Vocabulary

Description:

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

Outcomes:

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

IEP 011: Beginning Writing

Description:

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

Outcomes:

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

IEP 012: Beginning Listening and Speaking

Description:

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

Outcomes:

- Comprehend a selective range of short academic texts and other types of audio-visual texts based on a variety of interdisciplinary themes and rhetorical styles
- Develop basic note-taking skills while listening to short and simplified academic texts
- Use a variety of listening strategies to improve comprehension such as activating background knowledge about the topic, making and confirming predictions, listening for global understanding, listening to identify

main ideas and details, recognizing common reductions in speech, identifying word segmentation, inferring meaning from context, interpreting the meaning and use of stress and intonation, and monitoring comprehension

- Participate in short academic and social conversations and in short interviews by using a variety of speaking strategies such as asking for and expressing opinions, keeping a conversation going, holding the floor, and asking for clarification
- Prepare and perform brief oral presentations by making effective note cards, using eye contact to connect with the audience, preparing and using effective visual aids and/or presentation software, using one's voice and body language effectively, and avoiding fillers
- Develop pronunciation skills by recognizing and pronouncing individual consonant and vowel sounds, intonation, and stress to process and communicate meanings
- Participate in small group discussions and simple projects by developing cooperative and team-building skills

IEP 013: Beginning Grammar

Description:

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

Outcomes:

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

IEP 014: Beginning Special Topics

Description:

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

Outcomes:

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

General Education and Academic Courses

Students in the Advanced level can also choose to take up to 4 credits of general education academic courses that will count toward completion of their academic degree. The following courses have been approved for the IEP students:

Course	# of Credits	Course Description	General Education Goal Area
FYEX 100 – First Year Experience	1 credit	First Year Seminar (FYEX 100) is designed to assist students with the transition to the university. Benefits and learning outcomes: <ul style="list-style-type: none"> • Connect with a small community of peers, faculty, and staff • Learn about campus resources and services to aide in academic success • Gain insight into strengths, values, and goals 	12
CMST 102 – Public Speaking	3 credits	Course in communication principles to develop skills in the analysis and presentation of speeches.	1B
CIS 100 – Intro to Computing & Applications	4 credits	Basic foundations in computer concepts. Topics include hardware, software, uses of technology in industry, and ethical, and social issues. Lab work covers various systems and applications software including word processing, e-mail, the Internet, spreadsheets, databases, and presentation software. Cannot be counted toward any major or minor offered by IT.	9, 13
CIS 101 – Intro to Info Systems	3 credits	Introduction to the personal computer as a productivity tool for business majors. Using Microsoft Office suite, students learn to be productive with document processing, spreadsheets, electronic presentations, and databases. Cannot be used toward any major or minor in Information Systems & Information Technology. Required course for all business majors.	
MATH 098 – Intermediate Algebra	4 credits	Topics covered include intermediate study of graphs, systems of linear equations, introduction to functions, linear and nonlinear inequalities, factoring, rational expressions and equations, radicals, and basic quadratic equations. Credit does not apply toward graduation. P/ N only. Prerequisite course for MATH 112.	
MATH 112 – College Algebra	4 credits	Concepts of algebra (real numbers, exponents, polynomials, rational expressions), equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic	4

		functions, systems of equations and inequalities, matrices and determinants, conic sections, sequences and series, probability, and binomial theorem.	
Math 113 - Trigonometry	3 credits	Basic concepts of trigonometry as preparation for college level mathematics and science course work. Topics include concepts of algebra (real numbers, functions, graphs of functions, exponential and logarithmic functions), trigonometric functions, analytic trigonometry, applications of trigonometry, and analytic geometry.	4
Math 115 - Precalculus Mathematics	4 credits	This course will cover topics of precalculus mathematics. Topics covered will include functions, graphs of functions, exponential and logarithmic functions, conic sections, systems of equations and inequalities, matrices, trigonometric functions, circular functions, vectors and complex numbers, induction, series, and probability.	4
Math 121 - Calculus I	4 credits	Limits, continuity, the derivative and applications, transcendental functions, L'Hopital's Rule, and development of the Riemann integral.	4
Math 130	4 credits	Finite Mathematics and Introductory Calculus	4
ETHN 101 – Intro Multicultural /Ethnic Studies	3 credits	This course introduces students to multicultural and ethnic knowledge and values in and outside the United States. Students are exposed to such issues as race, culture, ethnicity, dominance, immigration, stereotypes, discrimination, and intergroup relations through interdisciplinary approaches-anthropological, economic, historical, political, psychological and/or sociological.	5, 7
ART 100 – Element/Principles Art	3 credits	2-D visual problem solving and art-making strategies using the elements and principles of design. For elementary education majors and general education.	6
GEOG 100 – Elements of Geography	3 credits	Earthquakes, volcanic eruptions, and flooding are three examples of naturally recurring events on the Earth that ultimately influence all of our lives. This course introduces the physical features and processes of the Earth that control these events.	8, 10
MUSC 102 – Pop Music USA: Jazz Blues MUSC 103 - MUSC 103 – Pop Music USA: R & B/MTV	3 credits	Popular music is a multibillion-dollar industry today. What is it, and where did it come from? Learn about the origins of jazz in the music of African Americans, its growth from Dixieland through the Big Band era (with the contributions of performers like Louis Armstrong and Duke	6, 7

		Ellington) to its influences on musical styles in the present day.	
MRKT 100 – Foundations of Business Concepts	3 credits	Focuses on the basic business functions of Accounting, Finance, Management, and Marketing in global context.	5
French - Elementary French I	5 credits	An introduction, within a cultural context, to the basic skills of listening, speaking, reading, and writing.	8
German - Elementary German I	4 credits	Introduction to German for students with little or no language experience.	8
Spanish - Elementary Spanish I	4 credits	An introduction to the basic language skills of listening, speaking, reading, and writing; presentation of condensed cultural notes.	8
Human Performance	1 credit	HP 102 Individualized Exercise HP 105 Swimming HP 114 Billiards HP 114 Bowling HP 117 Aerobic Conditioning HP 130 Self-Defense for Women HP 175 Fitness Activities HP 176 Pickleball HP 177 Golf HP 180 Introduction to Handball HP 181 Advanced Handball HP 182 Aquatic Skills HP 190 Sport Activities HP 190 Yoga	11
AVIA 101 - World of Aviation	3 credits	A study of how aviation fits into our modern world, relation to business, and contribution to the economy. Study of aviation as a visible alternative in transportation. Fall, Spring. Aviation Core Course.	
AVIA 150 – Private Pilot	3 credits	A study of basic aeronautical knowledge including principals of flight, aerodynamics, aviation regulations, weather, visual and instrument navigation, and emergencies. The course meets, but is not limited to, FAR part 61.105 (a, 1-6). Satisfactory completion of this course may result in an endorsement for the FAA Private Pilot written exam. Fall, Spring. Aviation Core Course.	

IEP Attendance Policy

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

- It is an essential requirement for IEP students to successfully complete and pass their courses. **If you have 5 or more absences in a course, the instructor can give you an F grade and you will fail the course**
- It is an American educational expectation that students be responsible, punctual and consistent in class attendance
- Arriving late disrupts the class and prevents other learners from learning

In case of an absence:

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

Arriving late to class:

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

F1 Visa Status – Attendance Requirement

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

To maintain a student's F1 Visa status, a student must attend a minimum of 90% of his/her total course hours. In the IEP, a Beginning, Low-Intermediate or High-Intermediate level student must attend a minimum of 288 hours of English instruction out of a total of 320 hours of instruction each semester.

This means that a student's total number of absences for all IEP courses must not exceed **sixteen** 2-hour class periods per semester which is equal to **32 hours of instruction**.

If a student is absent **more** than sixteen two-hour class periods (total for **all** IEP courses, not each course), he/she will be “out-of-status,” the student’s SEVIS record will be terminated, and the student will be required to return to his/her country immediately.

IEP Advanced Level

To maintain a student’s F1 Visa status, a student must attend a minimum of 90% of his/her total course hours. In the IEP, an Advanced level student must attend a minimum of 230 hours of English instruction out of a total of 256 hours of instruction each semester.

This means that a student’s total number of absences for all IEP courses must not exceed **thirteen** 2-hour class periods per semester which is equal to **26 hours of instruction**.

If a student is absent **more** than thirteen two-hour class periods (total for **all** IEP courses, not each course), he/she will be “out-of-status,” the student’s SEVIS record will be terminated, and the student will be required to return to his/her country immediately.

Language Partners Tutoring Program

In addition to attending IEP classes, IEP students have the opportunity to participate in language partners tutoring sessions. The purpose of the tutoring sessions is to facilitate the IEP students in understanding American culture and college life and to assist them with extra language practice. The tutoring sessions begin from the 4th week and continue until the 15th week of the semester. During these sessions that take place outside of class time, each IEP student is scheduled to meet with a Language Partner for one hour twice a week.

Who are the Language Partners?

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

Requirements:

Every semester, the Language Partners Tutoring Program is a 12-week program that starts from week 4 and ends in week 15, with two one hour long tutoring sessions each week. The tutoring session attendance is very important for all the IEP students.

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

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

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

Grading

IEP instructors may use different assessment and grading methods because they teach different skills (e.g., listening and speaking, reading, writing, grammar) and have different teaching styles. IEP students should carefully listen to when their instructors discuss their grading plans as well as carefully read course syllabi and assignment descriptions. If IEP students are confused or concerned about an instructor's approach to grading, students can ask their instructor to explain his/her grading policy again. Most IEP instructors use common shaded grades.

MSU Common Shaded Grading System:

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

Evaluation is based on the following grading guidelines:

Numerical Score	Letter Grade	Quality Points for GPA
100	A+	4.00
93-99	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33

73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
60 and below	F	0

How GPA is Calculated:

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

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

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

To obtain the GPA for a semester, add up the total quality points for all courses that semester and divide that number by the total number of credits taken that semester. The result will be a number between 0 and 4, usually calculated to two decimal places.

Example

Course	Credits or Hours per Week	Grade	Quality Points	Total Quality Points
IEP 030	4	A (96%)	4.00	4 credits/ hours X 4.00 = 16.00
IEP 031	4	A- (91%)	3.67	4 credits/ hours X 3.67 = 14.68
IEP 032	4	B+ (88%)	3.33	4 credits/ hours X 3.33 = 13.32
IEP 033	4	B (85%)	3.00	4 credits/ hours X 3.00 = 12.00
IEP 034	4	A (95%)	4.00	4 credits/ hours X 4.00 = 16.00
Total	20			72 quality points
GPA = 72 quality points divided by 20 credits = 3.60				

The cumulative GPA (after taking more than 1 semester of coursework) is found in the same way, using all courses taken by a student at MSU, Mankato.

Student transcripts include both semester and cumulative GPA information.

MN State System Online Grade Calculator: <http://www.ohe.state.mn.us/sPages/gpa.cfm>

Satisfactory Progress, Academic Warning & Suspension

To demonstrate satisfactory academic progress, all MSU students, including IEP students, must achieve a cumulative (overall) grade point average (GPA) of 1.7 (grade of C-) or higher each semester and complete at least 67% of these course credits.

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

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

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

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

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

Example 1	Course Grades	Average Grade & GPA
IEP Listening/Speaking IEP Reading/Vocabulary IEP Writing IEP Grammar IEP Special Topics	72% C- (1.67) 95% A (4.00) 88% B+(3.33) 85% B (3.00) 76% C (2.00)	Numerical average: 83% Grade average: B- GPA = 2.80 (repeat level)
Example 2	Course Grades	Average Grade & GPA
IEP Listening/Speaking IEP Reading/Vocabulary IEP Writing IEP Grammar IEP Special Topics	92% A- (3.67) 95% A (4.00) 87% B+(3.33) 89% B+(3.33) 98% A+(4.00)	Numerical average: 92% Grade average: A- GPA = 3.67 (advance to next level)

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

IEP Completion and Regular Admission

There are three ways that IEP students can obtain regular admission:

Method #1:

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

Method #2:

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

Method #3:

Independently take the **TOEFL iBT** and achieve **a score of 61** or more OR take the **IELTS** and achieve **a score of 5.5** or more OR take the **Duolingo** and achieve **a score of 95** or more. *

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

****SOME DEPARTMENTS REQUIRE A HIGHER ENGLISH PROFICIENCY SCORE FOR ADMISSION TO A MAJOR. THE REQUIREMENTS LISTED ABOVE ARE FOR ADMISSION TO THE UNIVERSITY.***

School of Nursing

International students need the following scores to be admitted to the Nursing program:

- TOEFL iBT minimum score of 84 with a minimum speaking score of 26; OR
- TOEFL PBT minimum score of 560; OR
- IELTS overall score of 6.5 with a minimum of 6.0 on all modules.

International students would need to provide evidence (score report) of their proficiency as part of their application. Application deadlines are always the 3rd Friday of the Fall and Spring semester.

Department of Aviation – Professional Flight Program

The English language proficiency requirement for admission to the Professional Flight program is based on the following:

TOEFL iBT composite score of 76 or better with at least a score of 19 in both the listening and speaking sections; OR

TOEFL PBT/ITP composite score of 540 or better with at least a score of 54 on the listening section; OR

IELTS composite score of 6.0 or better with at least a score of 6.0 in both the listening and speaking sections; OR

Successful completion of the advanced level of the Intensive English Program (IEP) at Minnesota State University, Mankato, with a B+ average or better and at least a B in each course.

IEP Graduation Process

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

1. Send proof of their TOEFL iBT, IELTS or Duolingo score if taken independently by emailing the document to the CELP Assistant Director.
2. Meet with the CELP Assistant Director and schedule a day and time to take the Math Accuplacer test and the ESL Accuplacer test* (ESL reading and writing) with the New Student and Family Programs (located in 103 Preska Residence Community). You can see their schedule here: <https://mankato.mnsu.edu/academics/academic-support/student-support-centers/university-testing-center/schedule-accuplacer/>, but if a different time is required, call them at 507-389-5498 or email at testingcenter@mnsu.edu.
3. **After** you take the Accuplacer tests, you will need to schedule an appointment with an academic advisor from the advising college of your major. The meeting needs to be scheduled via <https://www.mnsu.edu/mavconnect/>. After the meeting has been scheduled, the CELP Assistant Director will give the student an 'Advisor Form' for the academic advisor to fill out and sign.
4. The student meets with the academic advisor and gives them the 'Advisor Form.' The academic advisor explains the degree program and recommends courses in

which the student can enroll. After the meeting, the academic advisor signs and dates the 'Advisor Form.'

5. The student brings the completed 'Advisor Form' to the CELP Assistant Director or e-mails the completed form to the CELP Assistant Director.
6. The student can then register for the courses recommended by his/her academic advisor.
7. The student's I-20 will be updated after the end of the semester.

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

English Composition (ENG 101) Placement

International students who do not have English as their first language can enroll in English 101 with a TOEFL iBT score of 69 or above, TOEFL PBT of 523 or above, or an IELTS score of 6.0 or above. International students with TOEFL iBT scores below 69 or below 523 (PBT) or with an IELTS score below 6.0 must take both the Accuplacer ESL Reading Test and the Accuplacer WritePlacer.

International students with an Accuplacer Writeplacer score of 6 can enroll in English 101, and students with both an Accuplacer ESL Reading test score of 110 or higher AND an Accuplacer WritePlacer score of 5 can also enroll in English 101.

International students with either an Accuplacer WritePlacer score below 5 or an Accuplacer ESL Reading test score below 110 and an Accuplacer WritePlacer score of 4 or lower must take and pass ENG 100 with a grade of C before enrolling in English 101.

Behavioral Policy

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

Reporting of student behavioral issues:

1. Instructor discusses and attempts to resolve the issue with the student.
2. If the behavior continues, the instructor communicates the issue with the Director of the Center for English Language Programs (CELP).
3. The CELP Director meets with the student. The CELP Director also informs the student that if the behavior continues, it will be reported to the Office of Student Conduct (OSC).

4. If the behavior continues after the meeting with the CELP Director, the student is reported to the OSC (either by the instructor or the CELP Director) by filling out the online 'behavioral concern form' located at their website.
5. Student meets with an official from the OSC.
6. If the behavior continues, OSC puts the student on probation.
7. If the behavior continues, OSC puts the student on suspension for one year and cannot enroll in courses.

IEP Student Responsibilities

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

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

Plagiarism and Written Work

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

IEP Tuition Fee and Health Insurance Payment Policy

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

Tuition Fees

Required Down Payment

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

Full Payment Due Date

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

Unpaid Balances

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

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

Health Insurance Fees

All international students must purchase the mandatory health insurance from MSU, Mankato before registration of classes – \$2,119 for the academic year or \$836 for fall (policy coverage August 10, 2022 – December 31, 2022) and \$1,283 for spring/summer (January 1, 2023 – August 9, 2023). If the health insurance fees are not paid, students will not be able to register for classes. If students are unable to register for classes, their SEVIS record will be terminated.

Orientation Fee for New Students

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

MavCard

Your MavCard (student ID card) serves as a:

- University Identity
- University Dining Services Card
- Library Card
- Athletic Game Access Card
- Campus Recreation Center Access Card
- Student Activities Access Card
- Bus Pass
- Door Access Card (Residential Life)

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



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

MavCard Office: Centennial Student Union 117 (CSU 117)

Email: mavcard-office@mnsu.edu

Tel: 507-389-1707

Website: <https://www.mnsu.edu/university-life/campus-services/mavcard/>

Banking in Mankato

MSU, Mankato students may open an account at the Affinity Plus Credit Union on campus, near the south entrance of the CSU. A Wells Fargo ATM is located in the CSU near the Barnes & Noble Bookstore.



Handling Money

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

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

Transportation



Our campus has a variety of transportation options. Many students use our **free student buses and shuttles** that circulate through campus and the surrounding areas. Read more here: <https://www.mnsu.edu/about-the-university/maps-and-transportation/buses-and-shuttles/bus-schedules-and-information/>

The Maverick Shuttle: Monday - Friday 7:30 a.m. - 3:30 p.m.

Pick up and drop off Locations: Julie Sears, Preska, McElroy and Crawford Resident Communities, Student Union, University Buildings and Campus Bus Shelters. Lots 1 & 2 Dark Green and Lots 20, 21, 22, & 23. This shuttle follows the Route 8 City Bus until 3:30 p.m.

Red Eye Shuttle

Sunday 3:00 p.m. - 11:00 p.m.

Monday - Thursday 3:30 p.m. - 12:00 a.m.

Pick up and drop off Locations: Julie Sears, Preska, McElroy and Crawford Resident Communities, Student Union, University Buildings and Campus Bus Shelters. Lots 1 & 2 Dark Green and Lots 20, 21, 22, & 23.

Bus Schedules and Information

Buses serving the University community in Mankato are provided and administered by the City of Mankato's Mankato Transit System (MTS). View bus routes and schedules here - <https://www.mankatomn.gov/residents/mankato-transit-system/routes-and-resources/routes-and-schedules>

If you show your MavCARD there is no charge for riding any bus or shuttle route within Mankato and North Mankato.

Live Bus Tracking - <https://www.mnsu.edu/about-the-university/maps-and-transportation/buses-and-shuttles/live-bus-tracking/>



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

Book Your Tickets Online

- Tickets can be booked online at: <http://www.landtoairexpress.com/>
- Telephone: 507-625-3977

University Dining

Dining Services at MSU, Mankato has been designed to meet the unique needs of its students by providing one of the most innovative campus meal programs in the nation.

University Dining Center

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

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

Mav Ave

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

Meal Plans

For resident student meal plans see: <https://www.mnsu.edu/university-life/housing/residential-life/dining-meal-plans/meal-plan-options/>

For off-campus student meal plans see: <https://www.mnsu.edu/university-life/housing/residential-life/dining-meal-plans/off-campus-meal-plans/>

Memorial Library

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

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

- Over 350 electronic databases

Additional features include:

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

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

Student Organizations

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

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

International Student Association (ISA)

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

The office is located next to the Multicultural Center on the 2nd floor of the Centennial Student Union (CSU). Additional information about the ISA can be found at their website: <https://www.mnsu.edu/academics/global-education/centers-of-global-education/international-student-services/international-student-association-and-rsos/>

Other Recognized International Student Organizations:

African Student Association (ASA)
Bangladesh Student Organization (BSO)
Caribbean Students Association (CSA)
Chinese Student & Scholar Association (CSSA)
European Student Union (ESU)
International Student Association (ISA)
International University Grand Bassam Alumni and Friends Network (IUGB)
Korean Student Association (KSA)
MavLankans (MavLankans)
Muslim Student Association (MSA)
Nepali Student Community (NeStCom)
Pakistan Student Association (PSA)
Saudi Students Association (SSA)
Students Association of India (SAI)

Campus Services

Kearney International Center (KIC)

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

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

Email: international@mnsu.edu

Tel: 507-389-1281

Website: <https://mankato.mnsu.edu/academics/global-education/centers-of-global-education/international-student-services/>

IT Solutions Center

The IT Solutions Center assists students in:

- Downloading free Windows 10 and free Microsoft Office 365: <https://www.mnsu.edu/it-solutions/help-support/office-365/>
- Activating their MavAccounts
- Configuring their laptop for MavNET wireless access
- Using and managing their MavMAIL
- Using and managing their MavDISK space
- Installing System Center Endpoint Protection

- Provide instructions for removing spyware and viruses from their devices



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

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

Email: itsolutionscenter@mnsu.edu

Tel: 507-389-6654

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

Student Health Services

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

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



Student Health Services and Medical Clinic

Location: 21 Carkoski Commons (in the basement)

Tel: 507-389-6276

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

Pharmacy

Location: 21 Carkoski Commons (in the basement)

Tel: 507-389-2483

Mandatory Student Health Insurance

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

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

For more information on student health insurance:

Student Health Services: Carkoski Commons 21

Kathy Grant, Insurance Coordinator

Telephone: 507-389-1432

Email: kimberly.moore-1@mnsu.edu

Counseling Center

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

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

A feeling of trust and safety is critical for persons to grow and learn about themselves. Visits to the Counseling Center are private, and no one outside the center is given any

information without a student's written permission. No information becomes a part of a student's academic record.

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

Counseling Center

Location: Centennial Student Union 245 (CSU 245)

Tel: 507-389-1455

Website: <https://www.mnsu.edu/university-life/health-and-safety/counseling-center/>

Accessibility Resources

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

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

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

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



All information, correspondence and records are kept confidential.

Accessibility Resources

Location: Memorial Library 132 (ML 132)

Tel: 507-389-2825

Website: <https://www.mnsu.edu/university-life/campus-services/accessibility-resources/>

Center for Academic Success (CAS)

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

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

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

Location: Memorial Library 125 (ML 125 in basement)

Tel: 507-389-1791

Email: academicsuccess@mnsu.edu

Website: <https://www.mnsu.edu/academics/academic-support/student-support-centers/center-for-academic-success/>

Career Development Center (CDC)

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

Location: Wigley Administration 209 (WA 209)

Tel: 507-389-6061

Email: cdc@mnsu.edu

Website: <https://www.mnsu.edu/university-life/career-development-center/>

Women's Center

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

Location: Centennial Student Union 218 (CSU 218)

Tel: 507-389-6146

Website: <https://www.mnsu.edu/university-life/diversity-and-inclusion/gender-and-sexuality-programs/womens-center/>

University Security

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

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

Website: <https://www.mnsu.edu/university-life/health-and-safety/university-security/>