

INTENSIVE ENGLISH PROGRAM GEORGIA STATE UNIVERSITY



STUDENT HANDBOOK

(Updated Spring 2024)

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WELCOME TO THE IEP AT GEORGIA STATE UNIVERSITY!

We are happy that you have chosen the Intensive English Program (IEP) at Georgia State University (GSU) to develop your English skills. You will be studying in a multicultural community with students from all over the world. In fact, your classmates come from approximately 45 different countries. Even though students in the IEP come from very different backgrounds and cultures, most have a common goal-- to attend a U.S. college or university.

The IEP offers academic English courses from basic to advanced levels with a curriculum designed to prepare you for U.S. college & university courses. The IEP has experienced instructors, professionally trained in teaching English as a second language, who are dedicated to providing you with the best English learning environment and experience. Our courses combine language instruction and authentic academic assignments and textbooks. In addition, we offer academic advising, conversation groups, service-learning opportunities, and trips to Atlanta tourist attractions. IEP students at GSU have access to all university facilities and events as well as the diverse cultural and social activities of Atlanta.

On behalf of all the faculty and staff in the IEP, welcome! We look forward to meeting and working with you.

MISSION STATEMENT

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

GEORGIA STATE UNIVERSITY

Georgia State University, founded in 1913, is an enterprising public research university in the heart of Atlanta and a national leader in graduating students from diverse backgrounds. The university offers a challenging academic environment that emphasizes research and practical experience across the curriculum. GSU offers 100 fields of study with 250-degree programs.

More than 32,000 students from all backgrounds attend Georgia State University. 75% of them are undergraduate students while 25% are graduate students. Students come from every county in Georgia, every state in the nation and more than 150 countries. Georgia State University is ranked the 14th most diverse university in the nation. There are more than 1,500 international students.

Georgia State is where city life meets campus life. The campus has five residence halls housing more than 4,100 students • There are more than 400 student organizations, six campus dining locations, and a state-of-the-art Student Recreation Center.

ABOUT THE IEP

CONTACT INFORMATION

Location:

25 Park Place
15th Floor
Atlanta, GA 30303

Mailing Address:

Department of Applied
Linguistics & ESL
P.O. Box 4099
Atlanta, GA 30302-4099

Phone: (404) 413-5200**Fax:** (404) 413-5201**Email:** esl@gsu.edu**Website:** iep.gsu.edu

FACULTY AND STAFF

John Bunting, Director and Principal Senior Lecturer

Margareta Larsson, Principal Senior Lecturer

Sharon Santmyer, Lecturer

Robin Cathey, Academic Professional

David Thompson, IEP Support Administrator

The IEP faculty also includes a number of other qualified instructors: Visiting Lecturers, Part-Time Instructors, and Ph.D. students, all with MA TESOL or Applied Linguistics backgrounds, and MA graduate students from the Department of Applied Linguistics and ESL.

IEP CALENDAR

Please find the updated IEP calendar on your course syllabi. If you have any questions, please contact the IEP office.

PLACEMENT TESTING AND PROCEDURES

The placement exam includes the following sections:

- grammar
- reading comprehension
- listening comprehension
- writing

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

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

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

Sometimes new students feel that they have been misplaced in their level. If you would like to request a level change, please speak with the Director and complete a "Request to Change Level" form (see [Appendix 2](#)). Submit the form to the IEP Director. **This form will not be accepted after the end of the first full week of classes.**

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

IEP Proficiency Scale

The following table shows students' language proficiency at the beginning of each level of the program to help students understand their placement. The IEP is made up of 5 levels; the general level descriptions are provided below; the Learning Outcomes are available on individual syllabi and in the Student Handbook. Completion of Level 5 indicates that students have improved their English reading, writing, speaking and listening skills to a degree that demonstrates their ability to succeed as undergraduate students at Georgia State University. See the next page for level/skill area breakdown and Appendix 1 for the Learning Outcomes of all courses.

	Level 1: Beginning	Level 2: Low Intermediate	Level 3: Intermediate	Level 4: High Intermediate	Level 5: Advanced
Reading	Students have little or basic ability to comprehend reading passages.	Students can read simple texts and have basic vocabulary.	Students can read middle school to high school level paragraphs, essays, articles and books with teacher support.	Students can read high school and university level essays, articles and books somewhat independently.	Students can read university level essays, articles and books somewhat independently.
Writing	Students have little or basic ability to write simple sentences.	Students can write in simple English.	Students can use some academic structures in paragraph writing.	Students can write well-organized essays with academic vocabulary and a variety of academic structures.	Students can write sophisticated texts with academic vocabulary, complex academic structures, in-text citations, and cohesive devices.
Oral Communication & Fluency	Students have little or basic ability to understand or respond to simple statements or questions.	Students can understand and communicate some common, everyday language and requests.	Students can understand classroom instructions and discussions about a variety of topics and speak fluently about general topics, opinions and experiences.	Students can understand classroom discussions and lectures when information is clarified or repeated and can speak about a variety of general and academic topics with minimal need for clarification.	Students can understand classroom discussions and lectures with limited clarification from the teacher and can speak fluently about a variety of academic and general topics.

IEP COURSES: Level Breakdown & Skill Areas (see Appendix I for Learning Outcomes and Grading Scale)					
Level 1	Introductory Structure and Composition IEP 0610	Oral Communication IEP 0710	Oral Fluency IEP 0410	Reading Skills IEP 0810	Extensive Reading IEP 0510
Level 2	Introductory Structure and Composition IEP 0620	Oral Communication IEP 0720	Oral Fluency IEP 0420	Reading Skills IEP 0820	Extensive Reading IEP 0520
Level 3	Structure and Composition IEP 0630	Oral Communication for Academic Purposes IEP 0730	Academic Writing for University Exams IEP 0930	Reading & Listening for Academic Purposes IEP 0830	Extensive Reading IEP 0530
Level 4	Structure and Composition IEP 0640	Oral Communication for Academic Purposes IEP 0740	Academic Writing for University Exams IEP 0940	Reading & Listening for Academic Purposes IEP 0840	Extensive Reading IEP 0540
Level 5*	Structure and Composition IEP 0650	Oral Communication for Academic Purposes IEP 0750	Academic Writing for University Exams IEP 0950	Reading & Listening for Academic Purposes IEP 0850	Extensive Reading IEP 0550

COURSE DESCRIPTIONS

Based on your placement test and an oral interview, you will be placed in the best level for you. The IEP has five levels. The levels are described on page 7. Here are the courses that are offered in each level. Please refer to Appendix I for Learning Outcomes and grade calculations for each course.

Levels 1 and 2

Introductory Structure and Writing (6 course hours)

These courses help high-beginning and low-intermediate students build and apply their knowledge of English grammar to complete basic writing tasks.

Oral Communication (3 course hours)

These high-beginning and low-intermediate courses help students learn general oral communication skills related to listening and pronunciation.

Oral Fluency (3 course hours)

The goal of these courses is for high-beginning and low-intermediate students to build oral vocabulary, grammar, and fluency through a variety of communicative activities.

Reading Skills (3 course hours)

The goal of these courses is for high-beginning and low intermediate students to develop their reading skills in order to become effective learners.

Extensive Reading (3 course hours)

The goal of these courses is for high-beginning students to become better readers and to develop independence and enjoyment in reading outside of class. Students read two texts during the semester (one text for summer session).

Levels 3, 4, and 5

Structure and Composition (6 course hours)

In these courses, intermediate to advanced students build and apply their knowledge of different types of academic writing and the grammar of academic writing.

Oral Communication for Academic Purposes (3 course hours)

These intermediate to advanced courses focus on learning and practicing academic oral communication skills related to speaking, listening, and pronunciation. Academic content material such as American government, current events, and service-learning is used.

Academic Writing for University Exams (3 course hours)

The goal of these courses is for intermediate to advanced students to begin learning how to manage academic reading and take reading notes in order to answer written test questions on course material. These courses currently use academic content material from environmental science, social science, and American history.

Reading and Listening for Academic Purposes (3 course hours)

The goal of these courses is for intermediate/high intermediate/advanced students to begin developing their reading and listening skills in order to become successful learners in academic courses. These courses currently use American culture, marketing, and psychology content material.

Extensive Reading (3 course hours)

The goal of these courses is for intermediate/high intermediate/advanced students to become better readers and to develop independence and enjoyment in reading outside of class. Students read two texts during the semester (one text for summer session).

THE USE OF COMPUTERS IN THE IEP

Computer literacy is an essential skill for university students. The IEP curriculum is designed to provide students with opportunities to increase their knowledge of computers and to use innovations in technology to enhance their language learning. In structure and composition classes, students meet weekly in computer labs to do research and complete writing activities. Students also turn in some papers electronically. In other classes students use the online course management system (iCollege) to complete assignments.

HOW TO SUCCEED IN YOUR CLASSES

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

WEEKLY CLASS SCHEDULES

Fall and Spring Semesters

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
10:00-11:45 Structure/ Composition	9:30 – 10:45 Reading/Listening Reading Skills	10:00-11:45 Structure/ Composition	9:30 – 10:45 Reading/Listening Reading Skills	10:00-11:45 Structure/ Composition
12:30-1:45 Oral Communication	11:00 – 12:15 Academic Writing Oral Fluency English Pronunciation	12:30-1:45 Oral Communication	11:00 – 12:15 Academic Writing Oral Fluency English Pronunciation	
	12:45-2:00 Extensive Reading Test Preparation		12:45-2:00 Extensive Reading Test Preparation	

Summer Semester

Monday in person	Tuesday in person	Wednesday in person	Thursday online	Friday online
8:30 – 11:00 Structure & Composition	8:15 – 9:45 Extensive Reading	8:30 – 11:00 Structure & Composition	8:15 – 9:45 Extensive Reading	8:30 – 11:00 Structure & Composition
12:00 – 1:15 Oral Communication	10:00 – 11:50 Reading/Listening Reading Skills	12:00 – 1:15 Oral Communication	10:00 – 11:50 Reading/Listening Reading Skills	12:00 – 1:15 Oral Communication
	12:30 – 2:20 Academic Writing Oral Fluency	2:15 – 3:15 ICE	12:30 – 2:20 Academic Writing Oral Fluency	

HOW TO COMMUNICATE AND PROBLEM SOLVE WITH YOUR INSTRUCTOR

1. Identify the Issue

Write out the issue. Think this through. Try to remove the emotion and focus on specifics. Examples include “I am not sure why I received the grade I did.” “Can you explain again what you mean by....” Try to see things from the instructor’s point of view. Assume that they want you to do well and that they care about your progress. Tell yourself this is not about personalities. If you assume they don’t like you or that this is all personality-based it is highly unlikely you will find a resolution.

2. Make an Appointment

It is always better to schedule a time when both of you can sit and talk things through. Trying to catch a faculty member after class or in the hallway means they will not have time to really listen to your concerns or offer many solutions.

3. Be Assertive NOT Aggressive

Emphasize that you want to do well in this class and that you care. If you have carefully thought through your issue and written it down, you can keep referencing that. Be careful with the words you use. You want to focus the conversation on your issue, not your anger. Be polite. You will find the faculty member stays much calmer and is more able to focus on your issue, if you are polite and calm yourself. (If you find yourself getting angry, try saying, “excuse, me. I don’t mean to sound angry, it is just that this class means a lot to me and I want to do well.” That may help relax both of you.)

4. Adopt a Problem Solving/Cooperative Attitude

Let the faculty member know that you want to work with them to do better. Ask what help is available or where you can go to find out more information. You may want to add in things the faculty member currently does that you find helpful or appreciate.

5. Listen

Be sure to really listen to what they are saying. If they offer a solution or suggestion, repeat it back to make sure you understand.

6. Accept Responsibility

Let the instructor know you understand that as a student you are responsible for your own learning. Assure them that you are willing to do the work and accept the consequences of your actions.

7. Offer Solutions

Be prepared to offer your own suggestions for improvement. If you have listened carefully and followed the above steps this should be easy. You may want to write out some possible solutions before you meet with your instructor. Just be sure you are open to new solutions if they emerge.

8. Be Clear on Expectations

Make sure you understand what is expected BEFORE you leave. Write it out. Read it back to the faculty member to make sure you are both clear. Set up some timelines when you will get things done or when you can expect to hear back from the faculty member.

THANK THEM FOR THEIR TIME!

Developed by Mark J. Felsheim, Ph. D. Vice President of Student Services, Hennepin Technical College MN 2004

EVALUATING STUDENT PERFORMANCE

GRADES

The IEP and your teachers want you to succeed. We carefully measure your progress by giving you assignments and tests that match the goals (called learning outcomes) of the different courses you take. Each of your teachers will give you a course syllabus with information about important assignments and details about how your final grade will be calculated. IEP course grades have the following meanings:

A+ (98-100%) A (93-97%) A- (90-92%) --superior work: advance to the next level

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

MIDSEMESTER PROGRESS REPORTS

You will receive a mid-term progress report from each of your instructors in the middle of the semester. Grades are based on your assignments, tests, projects, etc. The syllabus in each class contains details about how your grade is calculated. If you have any questions about your grade, it is important to discuss them with your teacher when you receive your mid-term progress report.

GRADE REPORTS AND CERTIFICATES

Final course grades are available through PAWS approximately two weeks after the completion of the semester. You can request an official transcript from GSU through PAWS.

SCHOLASTIC WARNING

*If you do not earn a grade of "C-" or better, you will be placed on Scholastic Warning. You must repeat the course(s) next semester (or whenever you next register for IEP courses). *Students cannot be enrolled in more than two levels. Students who are enrolled in two levels and fail a course will have to repeat a passed course in order to avoid going over the maximum of being in two levels at one time.*

SCHOLASTIC SUSPENSION

*If you do not receive a grade of "C-" or better when you repeat a course, you will be placed on Scholastic Suspension and will not be able to take IEP courses for one semester. Upon returning to the program, you can obtain good academic standing by successfully completing your IEP courses. However, if you fail a course a third time, you are permanently suspended from the IEP and no longer able to register for classes.

SKIPPING LEVELS

At the end of the semester, an instructor can submit a recommendation that a student skip a level (for example, move from IEP 0530 in Fall to IEP 0550 in Spring). The instructor must submit extensive evidence to the IEP Director that the student has met the outcomes for the level to be skipped. These recommendations are reviewed after grades have been submitted.

GRADE APPEALS

According to the College of Arts and Science Student Grievance Policies and Procedures, students with concerns about their grades should try to resolve the issue by following these steps: meeting with (1) the instructor and IEP director, (2) the university ombuds, or with both the instructor and the director at the same time, (3) the departmental chair, or finally, (4) by submitting a formal letter of appeal to the department chair. *For additional information about grade appeals, please refer to GSU's Official Student Handbook at: <https://codeofconduct.gsu.edu/>*

READMISSION POLICY

Readmission for former students is handled on a case-by-case basis. Students must consult with the IEP prior to submitting a request for readmission.

STUDENT ACTIVITIES

IEP students can participate in many types of social and recreational activities on campus and in the community. The IEP organizes fun activities that allow you to practice the skills learned in your classes outside of class in a more informal way. Each week, the IEP will invite you to join in activities such as tours of the Martin Luther King, Jr. Center, the Atlanta Botanical Gardens, the Georgia Capitol Building, the World of Coca Cola, the Georgia Aquarium, the CNN Center, or the Oakland Cemetery. The IEP also plans trips to sporting events and visits to campus events and recreation activities. Each activity is led by a friendly English-speaking guide who will help with transportation and answer your questions.

IEP RECEPTIONS

There is an “End of Semester” reception on the last day of each semester for all IEP students, instructors, and staff. At this reception, many students receive recognition for perfect attendance.

IEP NEWSLETTER

Each week you will receive the IEP Newsletter via your GSU e-mail. The IEP Newsletter announces the various activities that will take place in the next week. Specific information about activities such as meeting place and time and cost are included. You can also follow GSU IEP on Instagram ([gsu_iep](#)) and Facebook (Intensive English Program at Georgia State University) for updates, news, and pictures!

ICE—INTERCULTURAL CONVERSATION EXCHANGE

The IEP has weekly discussion groups called “ICE--Intercultural Conversation Exchange”. Students meet, play games and talk about issues like culture shock, politics, dating, proverbs, or cultural values. These weekly meetings provide an informal opportunity to practice your oral communication skills, learn more about subjects affecting students in the United States, get to know others in the IEP, and have lots of fun!

CONVERSATION PARTNER PROGRAM

The IEP collaborates with the Department of Applied Linguistics and ESL, World Languages and Culture, and other departments on campus to recruit participants for a conversation partner program. This program pairs an American student with an international IEP student to meet and share conversations on their own schedule. You will hear more about this program from your oral communication teacher, and you will find announcements in the IEP Newsletter. This program is offered in the Fall and Spring semesters only.

PROGRAM POLICIES AND PROCEDURES

ATTENDANCE POLICY

In order to make progress and get good grades, it is very important to attend class regularly. In addition, students with F-1 visas must be full-time (18 hours) and attend regularly in order to remain in status with the USCIS (United States Citizenship and Immigration Services). Failure to meet the guidelines of the IEP attendance policy requirements may lead to withdrawal from classes and termination of F-1 visa status. Students who are on attendance probation twice will be considered for suspension.

IEP Attendance Policy

It is very important to attend class regularly. All students, regardless of visa status, are required to adhere to the attendance policy or they will be dismissed from the program.

Students with F-1 visas must be full-time (18 hours) and attend regularly in order to remain in status with the USCIS (United States Citizenship and Immigration Services). Failure to meet the guidelines of the IEP attendance policy requirements may lead to withdrawal from classes and termination of F-1 visa status.

When the course meets on....	Absences		Consequences
MWF	6 absences		Student will receive an attendance warning from their teacher
MW & TR	3 absences		
MWF	8 absences		Student will be placed on attendance probation
MW & TR	5 absences		

- A student is absent when s/he is not in class *for any reason*. **There are no excused absences.** Circumstances such as illnesses, emergencies, transportation issues, TOEFL/IELTS test-taking, religious holidays, etc. are not excused.
- Test, quiz, and homework make-up policies are given on the syllabi for each course. Please refer to **each** of your course syllabi regarding make-up policies. **Decisions about make-up work are decided by the course instructor.** It is your responsibility to speak with your instructors about make-up work.
- You must arrive on time. If you are not on time, you are tardy. **A tardy of 20 minutes or more is an absence.** Being tardy four times is considered one absence.
- Leaving class early and missing more than 20 minutes is an absence.
- Extreme situations (e.g., returning home for a medical leave of absence) should be discussed with the IEP administration and teachers.
- **Students placed on attendance probation for two consecutive semesters risk being dismissed from the program.**

STUDENT ISSUES COMMITTEE

The IEP has a Student Issues Committee to review student/classroom situations that require additional input and resolution. Students can submit a request for this committee to review by emailing the Academic Professional.

COMPLAINTS & GRIEVANCE PROCEDURE

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

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

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

If talking to the teacher does not solve the problem (or if you really do not want to talk to the teacher yourself), you should then discuss the problem with the Academic Professional, who may consult with the IEP Director.

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

1. Discuss the problem with the person most directly involved: teacher, student worker, staff or administrator.
2. If this is not possible, discuss the problem with the Academic Professional.
3. If the problem continues, you may choose to submit a written, formal grievance.

WRITTEN GRIEVANCES

If you would like to make a written grievance, email Robin Cathey. You may use the form here: [Appendix 3](#). The IEP will keep a file of grievances and their resolutions.

Privacy Statement: All grievance information is shared only with those people concerned and kept on file with the Academic Professional.

For additional information, please refer to GSU's Official Student Handbook at: <https://codeofconduct.gsu.edu/>

PAYMENT AND REFUND POLICIES

PAYMENT

Payment is due in full on the **Friday before classes begin! Payment is due by 5pm.**

Pay on-line:

- by electronic check (you must have a checking account in the U.S.) or credit card. Georgia State accepts Visa, MasterCard, Discover, and American Express.
- If you pay with a credit card, you will be charged a 2.75% service fee.

You will receive more information about how to pay and get your class schedule during registration week.

BANK OR WIRE TRANSFER OF MONEY

There are two ways to transfer money directly to Georgia State University. Please check your PAWS account before wiring funds to the university to ensure timely and accurate processing. Do **not** send more than your student account balance due; overpayment may cause your wire to be returned. Most banks charge a transfer fee of approximately \$15.00 - \$25.00 or higher and will deduct this amount from the total that was transferred in. If this happens, you will be asked to reimburse the IEP for funds that do not cover the full tuition required. On the transfer, the bank must indicate that the funds are for the “Intensive English Program” and must include the student’s name and ID number (Your name and Panther ID Number), for example: John Smith – 001-18-1111.

Please notify the Intensive English Program (IEP) when the wire transfer has been processed and provide a copy of the transfer documentation (e.g., a faxed document from the bank or copy of the verification email from FlyWire Transfer).

OPTION 1: Georgia State University has partnered with **Flywire** to streamline the tuition payment process for our international students. With **Flywire**, you are offered excellent foreign exchange rates, allowing you to pay in your home currency (in most cases) and save a significant amount of money, as compared to traditional banks. You will also be notified via email when your payment is received by Georgia State University. Go to: <https://www.flywire.com/pay/gsu> to begin the payment process.

OPTION 2: Your bank can wire the money to the following account:

Georgia State University Operating Account
Bank of America
600 Peachtree Street
Atlanta, Georgia 30303 USA
Account # 003251824605
Routing # 0260-0959-3

For international wires only, please give your bank the SWIFT code for Bank of America, which is: BOFAUS3N.

TUITION AND FEES

Check our website for updated costs

<https://iep.gsu.edu/future-students/#program-costs-fall> <https://iep.gsu.edu/program-university-fees/>

REFUNDS

Fees

- No refund for GSU fee or insurance before the first day of class.

Tuition

- 100% tuition refund if you withdraw from any or all classes before the first day of class.
- 75% tuition refund if you withdraw from any or all classes on or before the end of the first week of classes.
- 50% tuition refund if you withdraw from any or all classes on or before the end of the second week of classes.
- No tuition refunds after the second week of the classes has ended.
- No tuition refunds are given if the withdrawal is due to classroom policy violations.

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

Because tuition must be paid during IEP orientation week, all students should have the exact funds available in U.S. dollars. Tuition/fees must be paid in full on the payment dates indicated above. If full payment is not received by the end of the first week of classes (including receipt of financial guarantees by sponsoring agencies), students will not be allowed to attend classes starting the second week. Absences will accrue and may affect visa status.

TRANSFER / WITHDRAWAL FEE

If you...

1. enter the USA with an I-20 from the Intensive English Program at Georgia State University
2. transfer from another school/program and receive an I-20 from the IEP at GSU
3. extend your GSU IEP I-20; or
4. early register for IEP classes

AND THEN decide to withdraw or transfer before attending classes (first or following semester), there is a \$600.00 administrative withdrawal fee applied to your PAWS account. When payment has been made and an admission letter and transfer form from the new school has been received, the Intensive English Program will transfer your record to the new school. We cannot transfer any student until all outstanding fees are paid in full.

UNIVERSITY POLICIES

IMMUNIZATION REQUIREMENT

Before registering for classes, all students must provide the immunization office with proof that they have been immunized against measles, mumps, and rubella (MMR), tetanus-diphtheria, varicella, and hepatitis B (if 18 years or younger). After the first semester, any student who has not submitted proof of immunization or received immunizations at the GSU Student Health Clinic will not be able to register for classes. Immunizations are available at:

GSU Student Health Clinic
University Commons, First Floor
141 Piedmont Avenue, Suite D
Atlanta, GA 30302
(The corner of John Wesley Dobbs and Piedmont Avenue)
www.gsu.edu/health

Immunization means protection against diseases. Georgia State University (and the state of Georgia) requires all students to show *proof of the following vaccinations*:

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

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

What does your immunization record say and mean?

“Completed”: You may register for classes. You have completed the immunization requirement.

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

“No Information”: You may not register for classes. You have not completed the immunization requirement. You must complete a Certificate of Immunization in the next two days. If you do not have a certificate, please ask for one. The following information will help you complete the certificate:

Your personal information:

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

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

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

These services are available in the GSU Health Clinic (141 Piedmont Ave., Ste. D):

- [COVID 19 vaccine](#)
- MMR (Measles, Mumps, Rubella) vaccine - (series of 2 shots required)
- Rubella vaccine - (if you are already vaccinated for measles and mumps)
- Tetanus-Diphtheria -
- Varicella - (two required)
- Hepatitis B - (three required)
This is only required if you are 18 years old or younger.
- Meningitis (Menactra) Vaccine:
Please make an appointment for this vaccine through the Immunization Nurse
- Immunity (blood test) for MMR (all three)
- Immunity (blood test) for Rubella
- Immunity (blood test) for Measles
- Immunity (blood test) for Mumps
- Immunity (blood test) for Varicella
- Immunity (blood test) for Hepatitis

For questions or more information, please contact the Immunization Nurse 404-413-1940.

COVID 19

The University System of Georgia (USG) continues to recognize COVID-19 vaccines and boosters offer safe, effective protection and urges all students, faculty, staff and visitors to get vaccinated and/or boosted either on campus or with a local provider. As USG works closely with the Georgia Department of Public Health to prioritize the health and safety of campus communities, the system encourages people to wear masks based on their preference and assessment of personal risk.

ACADEMIC HONESTY

At all American universities and colleges academic honesty is expected. What constitutes academic honesty varies from culture to culture, and it is important to understand rules of academic conduct at Georgia State. All students are expected to do their own work. If you are caught cheating in any way, you will be severely penalized. Do not take the risk of copying anyone else's work. Cheating includes, but is not limited to, the following:

- Violating course rules contained in the course syllabus
- Getting or providing unauthorized assistance from another student on a paper or project
- Providing or receiving information during quizzes and exams
- Falsifying, fabricating, or dishonest reporting of research results
- Taking the place of another student or enlisting another student to take your place in an exam
- Altering grades
- Plagiarizing
- Inappropriate use of AI tools (instructors will provide guidance)

Plagiarism means using someone else's work in your own papers without attributing the work to the real author. While you are expected to draw on many research sources to write papers, you must not claim their work as your own. This is considered stealing. If you plagiarize, you will suffer serious academic consequences. In the United States, students are expected to disclose and site any information they

received from another source, whether it was a book, an article, or an encyclopedia. Failure to give credit to the original author is considered plagiarism, which is a serious offense. For more information about plagiarism and how to avoid academic dishonesty, please visit: <https://provost.gsu.edu/academic-integrity/> Academic honesty will be discussed further in each of your classes and syllabi. You can also read more here: <https://provost.gsu.edu/document/academic-honesty-policy/>

Plagiarism.

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

Cheating on Examinations.

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member) or the faculty member specifically forbids such collaboration

FERPA (FAMILY EDUCATIONAL AND PRIVACY RIGHTS)

What is FERPA?

"FERPA" means the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

What is it about?

In short, Georgia State University employees are prohibited by law from sharing the following information with anyone other than the student: social security numbers, student identification number, race, ethnicity, and/or nationality, gender, transcripts, and grade reports.

What is an example?

The IEP cannot give information about you to your friends or your family members without your permission.

How can I give the IEP permission to talk to a friend or family member?

You can sign a FERPA release form. This form is available in the IEP office.

Where can I get more information about FERPA? The GSU link to the University FERPA Records Access Policy: <https://registrar.gsu.edu/academic-records/records-access/>

APPLYING TO GEORGIA STATE UNIVERSITY

Your current admission is to the Intensive English Program only. When you are ready to start a degree program at Georgia State University, you will submit a separate application. This website has information for international undergraduate applicants: <http://admissions.gsu.edu/how-do-i-apply/international-students/>. The IEP organizes workshops if you would like to apply to an undergraduate or graduate program at GSU, and it is important to start the process as early as possible. Please feel free to come to the IEP Office if you have questions.

For the application deadline for Perimeter College, please visit this website:

<https://perimeter.gsu.edu/admissions/>

For application deadline for Georgia State University, please visit this website:

<https://admissions.gsu.edu/bachelor-degree-admissions/>

Graduate admissions requirements vary by academic department. Please visit <http://graduate.gsu.edu/graduate-admissions-instructions/> for more information.

RESOURCES AT GSU

COMPUTER ACCESS

IEP students have access to GSU computer labs across campus. Students can use these computers to complete and print assignments, get online, use email and access courses on iCollege. All GSU computers require you to log in with your Campus ID and password. Your Campus ID is usually your first initial and your last name plus a number that is written on your acceptance letter from the IEP (for example: jsmith2). You will create a password when you activate your Campus ID. Please memorize your Campus ID and password.

You may also come to the Department of Applied Linguistics/Intensive English Program to use laptops during Typing/Tech Development [hours](#). The address is 25 Park Place, 15th Floor.

To get started with this and other technology at GSU, go to <https://technology.gsu.edu/>

If you do not know your campus ID, go to <https://campusid.gsu.edu/lookup/> and enter the information requested. For “Last 4 SSN” enter the last four numbers of your GSU ID Number. This number can be found on your acceptance letter.

To activate your Campus ID, go to campusid.gsu.edu and follow the directions. You will receive a handout with instructions during registration. Your Campus ID is the first part of your official Georgia State email address (CampusID@student.gsu.edu). The IEP and GSU will send important messages to this address. If you already have an email account, you can have your GSU email forwarded to your current account. Please check your GSU email daily and respond to messages within 1-2 days.

GSU COMPUTER LABS

Aderhold Learning Center, Rm 023

P: 404-413-4338

Mon - Thurs: 9 a.m. - 6 p.m.

Fri: 10 a.m. - 3 p.m.

Mac Lab, Rm 423

P: 404-413-4732

Mon - Thurs: 10 a.m. - 6 p.m.

Fri: 10 a.m. - 3 p.m.

Equipment Room, Rm 423-A

P: 404-413-4340

Mon - Thurs: 10 a.m. - 6 p.m.

Fri: 10 a.m. - 3 p.m.

Library Hours

Mon - Fri: 8 a.m. - 6 p.m.

YOUR PAWS ACCOUNT

Once you have activated your Campus ID and set up your new password, you can access your PAWS account. PAWS is the website students use to manage their accounts, see their schedule and find other important information. You can find PAWS on the GSU homepage under the students tab in the top menu or by typing <https://paws.gsu.edu/>

What can I do with my PAWS account?

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

--Access your schedule—you can view and print your schedule through your PAWS account.

--View and request copies of your GSU transcripts

--Pay your tuition and fees—you can pay your tuition and fees and view your account by using your PAWS account

--Evaluate your teachers—at the end of each semester, you have the opportunity to evaluate your instructors. You will not have access to your grades until you have evaluated each of your instructors through your PAWS account

--Check your application status to GSU—if you choose to apply to GSU as an undergraduate or graduate student, you can track your application status using your PAWS account.

GSU EMAIL

All students have a GSU email address. The IEP and GSU will send you messages to your GSU email address. Check your GSU email account every day so you don't miss important messages from the IEP, International Student and Scholar Services (about your visa and status), the Health Clinic, Student Accounts, and other GSU offices.

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

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

1. Go to <http://www.gsu.edu> and click on "Students" in the top bar.
2. Click on "E-Mail" under "Tools"
3. Click on the red button "Log in to Email at PantherMail.gsu.edu".
4. Enter your Campus ID and password.
5. If you have not set up your CampusID and password, go to campusid.gsu.edu.

To forward email from your GSU email address to another email account:

1. Login to your [GSU email](#).
2. Click on the **Options** icon (near the exit door icon at the top).
3. Select **Mailbox Management**.
4. Under **Forward all new messages**, select **Yes**.
5. If you want to keep copies of your messages in your student mailbox, select **Yes** for the **Keep Copy** option. However, if you do this, your mailbox can fill up quickly.
6. In the **Forward to** field, provide one or more email addresses where you want to forward your messages. List one email address per line.
7. Click **Save**.

iCOLLEGE

iCollege is an online learning management system that organizes your courses in one place. Your teachers can share important documents such as the course syllabus with you on iCollege. They can also post Power Point Presentations, class discussions, and other activities. Your teachers may ask you to submit essays, voice recordings or other assignments on iCollege as well. Your teachers will show you how to use iCollege in class. You can access iCollege by going to <https://gastate.view.usg.edu> or by clicking "iCollege" under "Tools" in the "Students" tab on the top menu of the GSU homepage. Use your Campus ID and password to log on. iCollege also allows you to use Grammarly (grammar help) and Lynda (development courses) for free.

PANTHERCARD (Student ID card)

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



YOUR NEW PANTHERCARD!



Atlanta Campus PantherCard Office
University Bookstore Building
66 Courtland St. SE
Suite 200

To obtain your PantherCard:

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

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

GSU HEALTH CLINIC

Clinical Services at Georgia State University Health Clinic are provided by experienced healthcare providers who provide triage, evaluation, and treatment of medical problems. Physical exams, including women's health services, are offered. Same day appointments are available for medical needs. Students must be currently enrolled to receive services. You must use your PantherCard to enter the Health Clinic. The Clinic is located at 141 Piedmont Ave, on the first floor of the Commons student housing building. Call 404- 413-1930 or visit <http://health.gsu.edu/> for questions or to set up an appointment.

COUNSELING CENTER

University students can face a variety of changes, problems, and important decisions. Typical concerns include managing time, developing more satisfying relationships, increasing self-awareness, building self-

confidence, resolving conflict, and dealing with change. In coping with these issues, many individuals feel stressed, confused, anxious and alienated. International students face a lot of new changes because they are in a completely new environment with a new language. If you wish to seek guidance with a problem at any time, you can visit the Counseling Center for free in Dahlberg Hall 30 Courtland St. SE Room 207 Atlanta, GA 30303 and can be reached at (404) 413-1640 for questions or to set up an appointment. <http://counselingcenter.gsu.edu/>

BOOKSTORE

The Georgia State University Bookstore is your official headquarters for textbooks, course packs, class supplies, university merchandise, regalia, gift items, general books, software and snacks. The University Bookstore accepts cash, checks, PantherCash, and most major credit cards. For hours of operations, please visit <http://services.gsu.edu/service/bookstore/>

University Bookstore Building, 3rd floor

66 Courtland Street, NE

Phone: 404) 413-9700

E-mail: bookstore@gsu.edu

LIBRARIES

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

The hours of operation are:

Monday-Thursday 7:00 am-12:00am*

Friday 7:30am-8:00pm*

Saturday 7:00am-8:00pm

Sunday 12:00am-6:00pm

**Hours are subject to change*

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

THE STUDENT RECREATION CENTER

101 Piedmont Ave SE Atlanta, GA 30303

IEP students can use the gym, pool and other facilities at the GSU Student Recreation Center. Sign up for a fitness class, join an intramural sports team, or take a trip with Touch the Earth. Check out <http://recreation.gsu.edu/> for more information. If you want to use the GSU Student Recreation Center, you must pay an additional fee (this is not included in your IEP student fees).

CAMPUS ACTIVITIES AND ORGANIZATIONS

International students have many ways to get involved on campus and in the Atlanta community. To find international student clubs on campus, go to <https://gsu.campuslabs.com/engage>. There are also many

sporting, cultural and recreational events available to the GSU community each semester. For more information, check out <http://campuslife.gsu.edu/> or <http://calendar.gsu.edu> .

INFORMATION FOR F AND J VISA HOLDERS

HEALTH INSURANCE

In the United States, the government does not pay for healthcare. Students must pay for every doctor's or hospital visit. Health care in the United States is very expensive. A visit to the doctor's office may cost \$100-\$500. A trip to the hospital for a broken arm can cost \$500-\$1,000. Childbirth expenses cost approximately \$6,000. Medical problems can result in debt so extensive that a student may be unable to continue his or her studies. Because of this, health insurance coverage is required for students on F and J visas while at Georgia State. You will be billed for insurance at the time you register for classes. J-1 students and their J-2 dependents are required by federal regulations to carry accident and sickness insurance the entire time they are in the United States. Our current insurance provider is United Health Care (<https://studentcenter.uhcsr.com/gsu>)

Students with comparable insurance provided through a U.S. sponsor that is ACA compliant may request a waiver from the USG plan. Waivers will NOT be granted for plans purchased in the U.S. by current students. Alternative insurance must meet the standards of the USG plan and must include medical evacuation and repatriation. To request a waiver, follow the directions below.

All F-1 and J-1 students must pay the health insurance fee when they pay their tuition. You MUST enroll in the insurance plan at Student Health Insurance Program (SHIP). The IEP can assist you with this during orientation. Visit (<https://sfs.gsu.edu/resources/student-health-insurance/>) in order to activate your coverage. You will need your PantherCard to complete the form. Please follow these directions:

1. go to <https://sfs.gsu.edu/resources/student-health-insurance/>
2. click on "Buy Student Health Insurance" on the left
3. click on "Mandatory Students" at the bottom and follow the directions
4. Use your GSU email address, not your personal address such as Yahoo or Hotmail.
5. Create a password. Be sure to follow their password instructions carefully.

Applying for a health insurance waiver: If you have health insurance already, you can apply for a health insurance waiver directly on-line at United Health Care (<https://sfs.gsu.edu/resources/student-health-insurance/>). Please apply for the waiver before classes begin. You must apply for the waiver each semester that you are enrolled in. If you do not apply for the waiver by the deadline, you will be required to pay the full amount of the health insurance.

FREQUENTLY ASKED QUESTIONS

What does UnitedHealthcare cover?

Please contact UnitedHealthcare for details about coverage.

I registered today, but the insurance charge is not there.

Insurance charges are posted once a day early in the morning. Therefore, if you register in the morning today then your charges will be posted the next business day.

Will I get an insurance card?

Yes, you will receive your permanent insurance card, directly from UnitedHealthcare in the mail after the open enrollment period ends.

What if I need to see a doctor and my insurance card has not yet arrived?

Enroll at [UnitedHealthcare's website](#) and print a temporary insurance card.

How do I apply for a waiver?

Students who already have comparable insurance coverage can waive the insurance requirement by using an online process provided on the [UnitedHealthcare's GSU Student Center webpage](#). A comparable plan is one that meets the minimum requirements indicated by the Georgia Board of Regents. UnitedHealthcare will determine if your coverage meets the minimum requirements.

Can my waiver be denied?

Yes, if your insurance does not provide acceptable coverage in comparison with that provided by UnitedHealthcare. However, if your plan has comparable coverage and you still have been denied then follow these steps:

1. If denied the first time, you may appeal by submitting another waiver request via [UnitedHealthcare's GSU Student Center webpage](#).
2. If denied the second time, you may appeal again to UnitedHealthcare, who will forward your appeal to the Board of Regents for review.

If I have more questions, who can I ask?

Please contact UnitedHealthcare with any other questions you have about coverage.

GLOSSARY OF COMMON INSURANCE TERMS:

Approved Health Care Facility or Program: A medical facility or healthcare program (often organized through a hospital or clinic) that has been approved by a health insurance plan to provide specific services for specific conditions.

Benefit: A general term referring to any service (such as an office visit, laboratory test, surgical procedure, etc.) or supply (such as prescription drugs, durable medical equipment, etc.) covered by a health insurance plan in the normal course of a patient's healthcare.

Claim: A bill for medical services rendered, typically submitted to the insurance company by a healthcare provider.

Co-payment: A specific charge that your health insurance plan may require that you pay for a specific medical service or supply, also referred to as a "co-pay." For example, your health insurance plan may require a \$15 co-payment for an office visit or brand-name prescription drug, after which the insurance company often pays the remainder of the charges.

Deductible: A specific dollar amount that your health insurance company may require that you pay out-of-pocket each year before your health insurance plan begins to make payments for claims.

Effective Date: The date on which health insurance coverage comes into effect.

Eligible Expenses: Expenses defined by the health insurance plan as eligible for coverage.

Enrollment: The process through which an approved applicant is signed up with the health insurance company and coverage is made effective.

Enrollment Period: The period of time during which an eligible employee or eligible person may sign up for a group health insurance plan.

Network Provider: A healthcare provider who has a contractual relationship with a health insurance company.

Out-of-network Care: Healthcare rendered to a patient outside of the health insurance company's network of preferred providers. In many cases, the health insurance company will not pay for these services.

Referral: The process through which a patient under a managed care health insurance plan is authorized by his or her primary care physician to see a specialist for the diagnosis or treatment of a specific condition.

From: <http://www.ehealthinsurance.com/>

IMMIGRATION & LEGAL ISSUES

(All visa holders)

EXPLANATION OF IMMIGRATION DOCUMENTS

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

Passport

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

Form I-20, Certificate of Eligibility

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

Visa and I-94 Record

- Your visa and I-94 record are two very important documents and should therefore be kept in a safe place. The visa allows you to enter the U.S. under the specific conditions of your visa. There are many different visa types, among which F-1 (student), J-1 (student or scholar), B-2 (tourist) are the most common.
- When you are admitted at a port of entry into the U.S.A., you are given a link to later print your electronic I-94 card (a record of a student's arrivals and departures) that indicates your limit of stay and/or duration of status. The I-94 record is very important and should be kept with your other documents.

F-1 STUDENT STATUS

All F-1 students must study full-time (18 hours) during fall, spring, and summer semesters. If for any reason you are unable to take a full load of courses (such as a medical emergency), you should immediately contact the Department Specialist/DSO (David Thompson) in the IEP office so that we can help you keep your immigration status in good standing. **Never ask your friends about immigration.** Always contact the IEP Office or DSO David Thompson who can find the most accurate information to answer any question you may have. F-1 students must be fulltime in the fall, spring, and summer semesters unless they are on a Reduced Course Load (RCL) for their final semester.

POLICY FOR SUMMER STUDY OR VACATION

As an F-1 student, you must take a full-time course load (18 hours) each semester you are in the IEP program and in the United States. Summer semester is required for students who are holding F1 visas and remain in the United States. If you are leaving the United States but wish to return to your studies please discuss options for travel and Authorized Termination with Department Specialist/DSO David Thompson

UPDATING YOUR ADDRESS

If you have a student visa, you must report a change of address in PAWS within 10 days of moving in order to keep it updated with immigration. If you have moved, please change your address online by following these steps:

1. Go to <https://paws.gsu.edu/>
2. Enter your Campus ID and password. (If you have problems with your ID or password, contact the Help Desk at 404-413-4357.)
3. Click on *Login*.
4. Click on *Personal Information*.
5. Click on *Change Address(es) and Phone(s)*.
6. Under "Mailing," click on *Current*.
7. Make changes to your address and then click on *Submit*.
8. **Click:** *Submit*

How to write your current address:

1. **Address Line 1:** street number and street name (Example: *123 Fake Street*)

2. **Address Line 2:** (3) your apartment number (Example: Apt. # 123) If you do not have an apartment number, leave this blank.
3. **City:** Enter your city; (Atlanta or another local USA city)
4. **State or Province:** **Georgia** (use dropdown menu)
5. **Zip or Postal Code:** Enter your zip code (Example: 30303- 1234)
6. **Nation:** **United States of America** (use dropdown menu)
7. **Phone Number:** (Example: Area Code: 404 Phone Number: 123 1234)
8. **Click:** Submit

EXAMPLE:

The screenshot shows the GoSOLAR interface for Georgia State University. The header includes the university logo and the GoSOLAR title. A navigation bar contains links to Main, Faculty, Staff Advisor, Registration, Student Records, Student Accounts, Financial Aid, and Personal Information. Below the navigation bar is a search field and a 'RETURN TO MENU' link. The main content area is titled 'Change Address(es) and Phone(s)'. A warning message states: 'When updating or inserting an address, Address Line 1, City, State/Province, ZIP/Postal Code and Nation are required. 1, City, and Nation are required. Unlisted phone numbers will not be published.' The form is divided into two sections: 'Mailing' and 'Primary Phone Number For This Address:'. The 'Mailing' section contains fields for Address Line 1 (123 Fake Street), Address Line 2 (Apartment 123), Address Line 3 (empty), City (Atlanta), State or Province (Georgia), ZIP or Postal Code (30303), and Nation (United States of America). The 'Primary Phone Number For This Address:' section contains fields for Area Code (404), Phone Number (1234567), and Extension (empty). At the bottom of the form are 'Submit' and 'Reset' buttons.

F-I EXTENSION OF STAY (I-20 EXPIRING)

If you need to extend your studies in the IEP, make an appointment with the Department Specialist/DSO (David Thompson) **two months before the expiration date of your I-20**. You will need to provide all new, original financial documentation to the IEP in order for your request to be processed, and this may take some time.

TRANSFERRING TO ANOTHER SCHOOL

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

1. Notify the IEP that you plan to transfer to another school.
2. Apply to the school that you plan to transfer to.
3. When you have been fully accepted by your new school, e-mail your acceptance letter to the IEP office and complete a “Transfer Out Release Form” in i-start. **This must be completed before your SEVIS record can be transferred.**

*Your transfer will NOT BE COMPLETE until step 4 is completed, and the form is received in the IEP office.

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

All F-1 students must have a travel authorization signature on their I-20 when traveling outside the U.S. and planning to return to the U.S. to continue studying in the IEP. Please email a PDF copy of your I-20 to Christian Gallie with your immigration documents (passport, I-20 and travel clearance form) at least one week before traveling to request the travel authorization signature. Electronic signatures are accepted during the COVID-19 pandemic.

POLICY FOR SUMMER STUDY OR VACATION

As an F-1 student, you can take full-time (18 hours), part-time (3-15 hours), or no classes during the summer semester, **unless the summer is your first semester enrolled.**

TAXES

Filing federal income tax forms is the personal responsibility of each international student. All F-1 and J-1 students and their dependents, regardless of whether or not they have earned money, are required to file an annual tax form. In the U.S., taxes are filed in the spring for the previous calendar year. For example, we file taxes for the year 2022 in April 2023. If you were present in the U.S. as an F or J student for even one day in 2023, you must complete a tax report called an 8843 form in 2024. The IEP Department Specialist/DSO (David Thompson) can assist you in completing this form, or you can visit the Office of International Student and Scholar Services in 252 Sparks Hall.

LIVING IN ATLANTA

WEATHER

Weather in Atlanta is generally warm in the spring and fall, hot in the summer, and cold in winter.

Winter: December through February can be very cold, with temperatures in the 30s and even 20s. Snow is rare but does come every few years. Winter highs are generally in the 40s Fahrenheit.

Spring: From March to May the weather can be cool to warm. Temperatures usually range between 75°F (24°C) and 40°F (4°C). Be prepared for occasional windy and rainy weather.

Summer: June through September is generally hot and humid during the day, with pleasant temperatures at night. Highs are in the 80s-90s Fahrenheit. However, even when it is very hot outside, air-conditioned buildings can be very cold, so you may need to bring a jacket with you even in summer. Also beware of mosquitoes in the summer, especially in areas with lots of plants and trees. You can buy insect repellent at the drugstore or grocery store to help keep them from biting.

Fall: October is variable and can be either very hot or very cold, while November begins to get cold. Expect to start wearing winter clothes in November with temperatures dropping into the 40s Fahrenheit.

TRANSPORTATION

MARTA - (Atlanta's public transportation system)

The Metropolitan Atlanta Rapid Transit Authority (MARTA) is the primary means of public transportation in the metro area. It is recommended that you take public transportation to the university if possible because traffic and parking in a large city can be problematic. Public transportation is more affordable than owning a car – none of the expense of maintenance, gas, car insurance, and parking! Schedules and a train and bus map are available at MARTA ride stores located in MARTA train stations and on their website at www.itsmarta.com.

There are three MARTA train stations within walking distance of GSU:

- Five Points Station
- Georgia State Station
- Peachtree Center Station

A single trip costs \$2.50 one way. This includes all transfers needed, but you must have a *Breeze Card*. *Breeze Cards* are available for \$1.00 at MARTA ride stores. You can travel the entire length of the MARTA system for one price.



A discounted monthly MARTA pass for GSU students is available at Auxiliary and Support Services for \$61.00. This pass is good for an unlimited number of rides on MARTA for one calendar month.

To obtain a discounted monthly MARTA pass:

1. Go to Auxiliary Services (66 Courtland St SE, Atlanta, GA 30303; 200 University Bookstore – Map L21)
2. Ask for a MARTA one-month pass.
3. Show your PantherCard. (You must have your PantherCard before you can buy a discounted MARTA pass.)

INTER-COUNTY BUSES

If you live farther away from downtown Atlanta, you may still be able to take the bus to GSU. Several metro counties have express bus lines that go downtown on weekdays:

- Buckhead Uptown Connection (BUC) www.bucride.com
- Cobb Community Transit (CCT) www.cobbdot.org
- Gwinnett County Transit (GCT) www.gctransit.com
- Xpress services Clayton, Cobb, Coweta, DeKalb, Douglas, Forsyth, Fulton, Gwinnett, Hall, Paulding, and Rockdale counties www.xpressga.com

DRIVING AND CAR INSURANCE

If you plan to drive a car while you are in Atlanta, you need a valid driver's license. (See the section on driver's licenses.) You can park at GSU by purchasing a monthly or semester parking pass. For more information, see below. Remember that you are required by law to wear a seatbelt while driving or riding in a car. You are also required to buy automobile insurance, which is between \$500 and \$2000 per year, so factor that into your budget. Before you buy car insurance, compare prices at different insurance companies. You can visit www.bankrate.com/brm/rate/insurance_home.asp to compare many companies at once. Some popular choices are Geico (www.geico.com), Traveler's (www.travelers.com), and Allstate (www.allstate.com). You may also choose an independent insurance agent who can recommend the best offer for your situation.

CAR INSURANCE TERMS

Liability. This relates to how much your insurance will pay another person if you are at fault in an accident (that is, if you hit them.) It covers damage to their vehicle as well as treatment for any injuries. The numbers a company will quote you will be something like 100/300, meaning in case of an accident, your insurance company will pay a maximum of \$100,000 for car damage or injury per person for people injured in the other car with a maximum of \$300,000 for three people. If there were more people in the other vehicle, the \$300,000 will be split among them.

Collision. This category covers damage to your vehicle if you are at fault in an accident. These covers running your car into another car, a tree, etc.

Deductible. Collision comes with a deductible which you specify. If you have a deductible of \$500, for example, you pay the first \$500 towards repairs of your vehicle in case of an accident. The higher your

deductible, the cheaper your insurance rates will be. The insurance broker will use the phrase “500 collision” or “collision at 500” when determining your deductible.

Comprehensive. This category covers events other than accidents. This includes theft of your vehicle, theft of your car stereo etc., or incidents such as if you were to hit an animal, if a tree falls on your car, if your windshield is shattered by a rock etc. As with collision, this category also comes with a deductible.

INTERNATIONAL DRIVER’S LICENSE

You do not need to get a Georgia driver’s license if

- 1) you have a valid driver’s license from your home country
- 2) you are registered for classes as a student in a school in Georgia, AND
- 3) you have paid your tuition this semester.

If you choose to not get a driver’s license, be aware that your insurance premiums will likely be higher, and the average police officer may not be aware of the legal exemption for international students. If you choose to drive with an international driver’s license, be sure to have the following documents with you when you are driving:

- The foreign driver’s license
- Your student ID card or proof of registration
- Proof of payment of tuition for that term/semester, and
- A copy of this particular citation from the Official Code of Georgia annotated (O.C.G.A.), page 147 of Title 40. You can cut this out and keep it in your wallet.

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

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

(b) Notwithstanding any contrary provisions of Code Section 40-5-20 or subsection (a) of this Code section, a nonresident of this state who is attending a school in this state shall be exempt from the driver's licensing requirements of this chapter if and only if:

(1) He or she is at least 16 years of age and has in his or her immediate possession a valid license issued to him or her in his or her home state or country; provided, however, that any restrictions which would apply to a Georgia driver's license as a matter of law would apply to the privilege afforded to the out-of-state license; and

(2) He or she is currently enrolled in a school in this state, has paid for the current period of enrollment the tuition charged by the school to nonresidents of Georgia, and has in his or her possession proof of payment of such tuition for such current period of enrollment.

GETTING A GEORGIA DRIVER’S LICENSE

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

1. No person may be issued a Georgia driver's license or identification card without providing a social security number. Since F-I students cannot have a SSN, this is confusing. First, you must apply for a social security number from a local Social Security Administration office. You will be denied. They will give you **Form SSAL676** 'SSN CARD DENIAL NOTICE' that states you cannot have a social security number.
2. After obtaining the form, bring it to any Customer Service Center and begin the driver's license application process. You must have the necessary documentation including:
 - Form SSAL676 from the SS Office.
 - Your passport, I-20 and I-94, and a letter from the IEP that states you are a student in the program.
 - ONE of the following as proof of residence address:
 - a. Utility bill with valid Georgia residence address
 - b. Bank statement with valid Georgia residence address
 - c. Rental contracts and or receipts
 - d. Employee Verification (most students will not have this)
 - e. Non-expired Georgia driver's license, permit or identification card issued to parent, guardian or spouse
 - f. \$20.00 cash
3. If you have a license from your home country, you are not required to take the road and written tests, but you must surrender your home license. If you do not have a license from your home country, then you must take both the road and written tests. All applicants must take an eye exam.

Renewing your driver's license: If you ever need to renew your Georgia driver's license, we strongly recommend that you renew it 60-90 days before the expiration date. There is an identity verification system in place that requires some F-Is and J-Is to wait for up to two months before their license is renewed. We encourage you to renew at least two months early so that you do not risk having your license expire.

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

PARKING AT GEORGIA STATE UNIVERSITY

GSU Campus Parking Decks and Lots

You must register your car and get a GSU Parking Permit to park in GSU Campus Decks or Lots. You can choose to get a Parking Permit alone and pay the regular parking rate when you enter any student parking area. Student parking is FREE for registered vehicles in the Green Lot at Center Parc Stadium. You can register your car [here](https://gsu.parklpr.com/UserPermit/GetVehicleByUser): <https://gsu.parklpr.com/UserPermit/GetVehicleByUser>
From that parking lot, you can take the Georgia State University shuttle to campus.

If you park in the other parking lots, here is the policy: Daily parkers should activate their PantherCash account to park at the discounted rate of \$4. All other parkers will pay \$10.

On this map you can see the 3 MARTA stations (blue squares with train):

https://parking.gsu.edu/parking/student-parking/parkingmap_atlanta/

Cost:

Parking Fees

The rates to park at on-campus parking locations are:

- **\$10.00** for visitors or students without a parking permit or budget card
- **\$5.00** per entry with a valid Georgia State University student parking permit
- **\$4.00** per entry with a valid Georgia State University student Parking Budget Card/Panther Cash
- **\$3.00** per entry after 4 PM in all decks and lots with a valid Georgia State University student parking permit
- **\$18.00** per semester for Motorcycles/Mopeds at G deck
- **\$400.00** per semester in the Loft Deck for Lofts, Freshman Hall, and Greek Housing tenants (**includes 24/7 overnight parking**)
- **\$215.00** per semester in the M/J/S/K/N/G/T Deck with a valid parking permit (**no overnight parking allowed**)
- **\$215.00** per semester in the Loft Deck with a valid non-resident parking permit (**no overnight parking allowed**)
- **\$110** Student Lofts Summer Non-Tenant
- **\$200** Student Lofts Summer Tenant
- **\$110** Student M/J/S/K/N/G/T Deck Summer
- **\$75** Parking Fine

From: <https://parking.gsu.edu/parking/student-parking/#1545054423964-2b54d4ea-b3e0>

BUDGET CARDS

A Budget Card is a pre-paid parking permit that saves \$1 per entry off the regular parking rate. Budget Cards can be obtained from the Auxiliary and Support Services Customer Service Windows, and can be used during authorized times at all University parking locations except the Lofts Deck. An initial minimum \$7 deposit is required to activate the card; additional value can be added at any time during regular customer service hours or online at [ParkingWeb](#). Students parking with a Budget Card can park at S, K, N, and M on a space available basis, and G deck after 4:00 p.m. (See Campus Map).

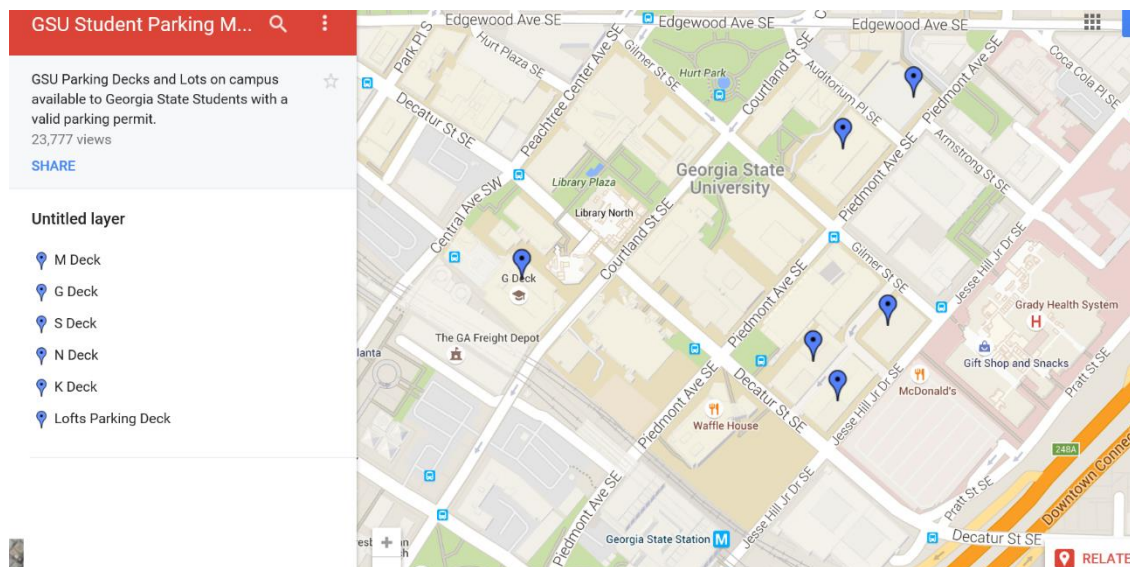
Instructions to Make a PERCS Purchase

1. Click on the Parking Portal button in the top right corner.
2. Log in with your CampusID and password.
3. Click + New Permit (above) and see all permits currently available for purchase (below).
4. Select the permit you wish to purchase. Then click Create at the bottom right.
5. The screen will display your recent purchase as Unpaid. Click on Unpaid to purchase the permit.

6. In the green Success box, click Yes to complete your purchase.
7. You will proceed to your Cart Invoice List. Click Pay at the bottom right.
8. Proceed to the payment gateway to complete your purchase.
9. If you exit without payment, the permit request will be cancelled and deleted from your permit listing.
10. When paid, the permit will be shown in your PERCS parking account.
11. If you have any questions, please contact Parking & Transportation at [404-413-9500](tel:404-413-9500).

MAP OF GSU CAMPUS PARKING

(click on map to open).



CENTER PARC STADIUM/GSU TURNER FIELD STADIUM PARKING AND SHUTTLE BUS (FREE)

Free parking is available at the Green Lot at Center Parc Stadium. A free GSU shuttle bus runs continuously from the stadium parking lot to the university (about a 5-minute ride). <https://gsu.parklpr.com/UserPermit/GetVehicleByUser>

Important: There are parking restrictions on days when events are held in the stadium. Ask Auxiliary Services for the dates and times or see <https://parking.gsu.edu>

Driving Directions to GSU Parking Lot at the Georgia State Stadium:

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

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

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

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

PRIVATE PARKING LOTS

There are private parking lots around GSU that charge from \$2.00 an hour to \$8.00 a day for parking. Be careful using these lots. Always get a receipt to assure that you are paying a legitimate parking attendant. **These lots do not offer discounts to Georgia State students.**

TRAVELING AROUND THE U.S.

If you are planning to visit friends or family further away or would like to explore the USA during your summer or winter break, you can fly or take a train or bus. Amtrak provides service to all major cities (www.amtrak.com), and Greyhound (www.greyhound.com) is the major bus carrier. These two services can even take you into Canada. If you're adventurous, look into their explorer tickets. These allow you to travel anywhere in North America at one flat rate. For shorter trips, purchasing a \$20 Student Advantage discount card will get you a 15 percent discount on the fare.

HOUSING

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

HOMESTAYS

Independent companies in Atlanta place students in private family residences. This experience is a wonderful opportunity to practice English and to learn about American culture. Ask the IEP for information about homestay options, or visit www.markshomestay.com or Atlanta Homestays www.atlantahomestays.com.

ON CAMPUS HOUSING

You have two on-campus options for housing at Georgia State. Both are close to campus. Details and application are available on <https://myhousing.gsu.edu>.

1. The University Commons is a 4.2-acre complex of four apartment buildings ranging from 8 to 15 stories, around a large, landscaped courtyard. Just blocks from classrooms, the Student Center and the Rec Center, the University Commons houses 2,000 students in two- and four-bedroom apartments. All bedrooms are private singles in two- or four-bedroom apartments. Plan to room with same-sex friends, invite guests over occasionally, and hang out in coed hallways and common areas. ADA-accessible apartments are also available.
2. The University Lofts offer urban living to all kinds of students. These apartments are located in the center of campus near Alumni Hall.

Residence hall space is limited, so please apply early. Students who begin in fall semester when demand is greatest should apply as early as possible (online).

APARTMENTS

There are many apartments around the city, and you should start looking early to find housing. IEP students are responsible for finding their own apartment housing. You can search GSU's off-campus housing website [Georgia State Off Campus](#) to look for an apartment or roommate. If you want an apartment but need more time to choose one, you can live with a family in a homestay while you look for an apartment.

When choosing an apartment, consider:

- Furnished (with bed, table, desk, etc.) or unfurnished (you have to buy a bed, table, desk, etc.)
- Private or shared kitchen and bathroom
- Availability of laundry services
- Location near campus or near public transportation
- Parking availability (if you have a car)
- Lease term (many leases are at least six months or one year)
- Deposit (in addition to the first month of rent, a security deposit is usually required, which is returned to you if you leave the apartment in good condition)
- Utilities (gas, electricity, water) may be paid by you or the landlord
- Safety (talk with local residents or police to learn about safety)
- Number of roommates

Housing tips:

- If possible, pay by check or money order; not cash.
- Always ask for a receipt in order to have proof that you have paid.
- In the US, a written contract is more important than what is said.
- If possible, bring a friend with you to help ask questions.
- Read carefully before you sign a contract. Ask for a copy.
- Check out how far the apartment is from GSU.
- To find out which MARTA routes are close to the apartment, visit www.itsmarta.com.

Housing vocabulary:

- AC/H = Air-conditioning and Heat
- BR = Bedroom
- BA = Bathroom
- ½ BA = No shower or bathtub
- Util. = Utilities: gas, electricity and water
- Dep. = Deposit, usually one month's rent or less.

ROOMMATES

Georgia State has a list of students looking for roommates or apartment shares at [Georgia State Off Campus](#) and at <https://www.places4students.com>

SETTING UP UTILITIES

Electricity Service

To sign up, you must have a GSU email address.

- Go to <http://georgiapower.com>
- Click "Turn on/off power"
- Click "Start Service"

- Enter your zip code and street address and click “Begin”
- On the right side of the screen, click “Register Now”
- Create a username and password and enter your personal information
- Read terms of service and click “I accept the Terms of Service”
- Follow the instructions.
 - Enter your new street address
 - Be prepared to answer the following questions:
 - Is this a new home?
 - Are you moving to this address?
 - Is this a mobile home?
 - What is your current address?
 - What day would you like service to begin?
 - Home, work, cell phone number
 - Employer
 - Address where bill should be mailed
 - Enter GSU school code (000-42-0478) for Social Security Number
 - In the box for additional comments, enter “Georgia State University International Student”
 - Verify information and click “Submit”
 - You will receive a confirmation email

Deposit Waiver Option

Your account will be billed a \$22.00 establishment charge. If you would like to have your deposit waived, you must pay your first bill using e-bill and then enroll in Automatic Bank Draft for future bills. Please follow these directions once you receive your first bill.

- Go to www.georgiapower.com
- Log in on the right side of the screen
- Enter your username and password, then click “OK”
- Enter the account number and access code from your bill
- Give your account a name, then click “Next”
- Verify that the bill summary is correct.
- Scroll down and click “Pay my bill” and you will be taken to the payment information page
- Check the amount and date, then click “Next”
- Verify payment amount and click “Submit”
- You will receive an email within two hours

Enrolling in Automatic Bank Draft

- Click on “Billing and Payments” at the top
- Click “Automatic bank draft”
- Click “Set up automatic bank draft”
- Select your account
- Read the underlined statement and click “Next”
- Read the statement, check “Yes, I agree”, and click “Enroll”
- Make sure the bank information is correct, then click “Next”
- Verify your information and click “Submit”
- Email the following statement to customerservice@georgiapower.com :
 “I am an international student who attends Georgia State University. I have paid my first bill using e-bill and enrolled in Automatic Bank Draft. My account number is ****-****. Please verify my payment and ADB enrollment and waive my deposit. Thanks.”

- In the future your bills will come to you via your GSU email address and will be paid automatically from your checking account.

Water Service

Go to the City of Atlanta Department of Watershed Management: <http://www.atlantawatershed.org/>. You will need:

- Completed water service application
- Notarized lease agreement from owner
- Deposit (usually \$80) and account creation fee (\$15)

Gas Service

Find out what company the owner or previous tenants used. It is sometimes easier to use the same service company as the previous tenants. Choices for gas service in Atlanta are:

- Georgia Natural Gas: <http://www.onlygng.com/index.asp>
- Gas South: <http://www.gas-south.com/default.aspx>
- Scana Energy: <http://www.scanaenergy.com/en/residential-service/sign-up-for-service/>

Telephone Service

The two primary landline phone providers in Atlanta are Comcast and AT&T.

- AT&T: 1-800-660-1000 or <http://www.att.com/shop/home-phone/index.jsp#fbid=sbnlyMXH3ri>
- Comcast: <http://www.comcast.com/home-phone-service.html>

Mobile/Cellular Phone Service

There are many options for cellular phone service. Many companies offer service contracts for two years, with deals for free or discounted phones when the contract is signed. Another option, especially for students who will be in Atlanta for less than two years, is pay-as-you-go cards. These cards allow you to prepay for a certain number of minutes, with the option of buying more minutes when you need them. To use this kind of service, you will need to purchase a phone.

- AT&T: www.wireless.att.com
- Metro-PCS: <http://www.metropcs.com/metro/>
- Sprint: www.sprint.com
- T-Mobile: www.t-mobile.com
- Verizon: www.verizonwireless.com

MONEY AND BANKING

OPENING A BANK ACCOUNT

Make it a priority upon your arrival to open a checking and/or savings account with a bank or the GSU Federal Credit Union. Banks with many branches around Atlanta include:

- Bank of America (www.bankofamerica.com)
- Chase (www.chase.com)
- Georgia's Own Credit Union (www.georgiasown.org)
- PNC bank (www.pnc.com)
- SunTrust (www.suntrust.com)

- Wells Fargo (www.wellsfargo.com)

When you open an account, the bank will likely ask you for your passport, I-20, and Social Security Number (SSN). If you do not have an SSN, you can tell the bank that international students are not allowed to have SSNs unless they are employed. If the bank refuses to open an account for you, ISSS can write a letter for you to give to the bank.

It is not safe to carry large amounts of cash with you. When first coming to the U.S., it is safest to bring your money in the form of traveler's checks. If you deposit checks or traveler's checks into your account, the money can take up to three weeks to be cleared for withdrawal. Once you have opened a U.S. bank account, your parents can deposit money into this account from overseas by wire transfer. When opening your account, be sure to ask the bank official to give you the necessary information your parents would need in order to make such a transfer.

If you have a spouse or other dependents, you may wish to open a joint account so multiple family members can use the same account.

USING AN ATM

Automated Teller Machines (or ATMs for short) allow you to make cash withdrawals, deposits, and transfers between accounts. You can also view your account balance. This is free at your own bank and its branches, but when you use another bank's ATM, both your bank and the other bank could charge you a bank fee of between \$1.50 and \$3. You will need an ATM card or a debit card to use the ATM machine. There is a limit on how much money you can withdraw from an ATM at one time or on one day. Check with your bank to find out what the limit is.

U.S. Money Facts

- The dollar is also called a buck or a one.
- All U.S. paper money is the same size and color.
- American coins have names:
 - Penny = 1 cent
 - Nickel = 5 cents
 - Dime = 10 cents
 - Quarter = 25 cents
 - Half-dollar = 50 cents
 - Dollar = 100 cents

USING A DEBIT CARD

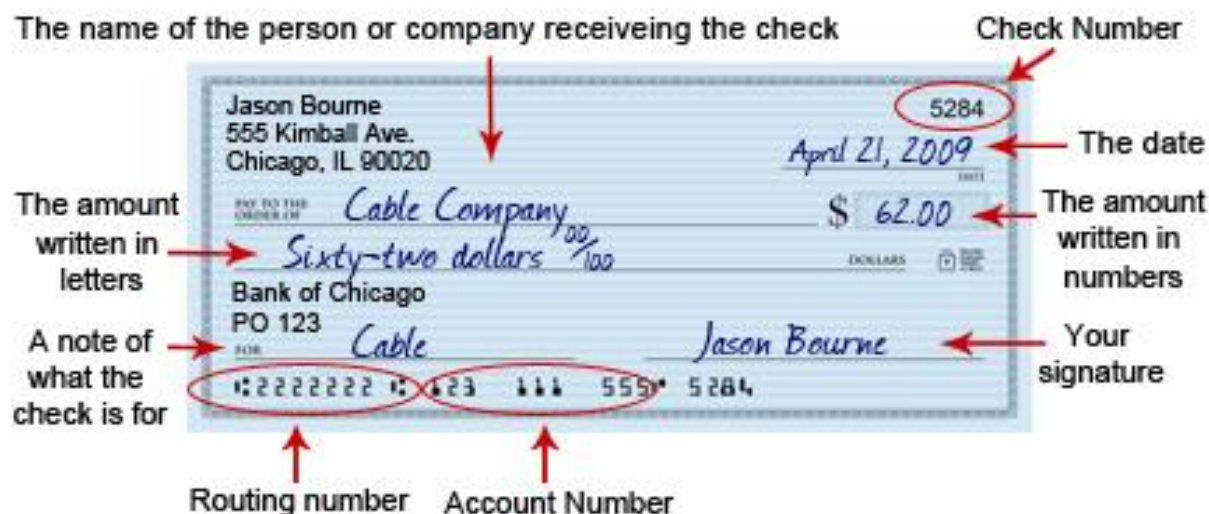
A debit card—also called a check card—is connected to your checking account and is used almost like a regular credit card (such as MasterCard or VISA), except that the charges made are deducted from your checking account upon purchase. You do not get a separate bill at the end of the month as with a credit card. Be sure to keep track of your spending, though. If you spend more money than is in your account, you do not only risk ruining your credit record, but the bank also charges you with a fee of \$25 or more every time you overdraw your account.

HOW TO WRITE A CHECK

Americans use checks rather than paying cash for big purchases. When opening your bank account, you'll be given a checkbook. Using a checkbook for paying rent, your phone bill etc. helps you to keep track of payments.

Here are steps to follow when writing a check:

1. Write the date on which you are "issuing" or writing the check.
2. Write the name of the person or business to which you are making the payment.
3. Write out the dollar amount in words (*sixty-two and 00/100*) and draw a line to fill the space.
4. Write the dollar amount in numerals (e.g. \$62.00). Put the first number directly after the dollar sign so that there is no room for someone to add another number between the dollar sign and the first number.
5. Write down the purpose of the check and the account number in the lower left hand corner.
6. Sign your name as it is printed on the check (don't sign in Chinese, Japanese, Arabic etc.).



NOTE: Keep all your banking and personal information private. In certain instances, thieves will steal the identity of others and use your banking information for themselves. For more information about how to prevent identity theft, please visit: <http://www.ftc.gov/bcp/edu/microsites/idtheft/>.

ON-CAMPUS JOBS

Who can work on campus?

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

If you are on an **F-I Visa**, you are allowed to work up to 20 hours per week at the university. You are not allowed to work off-campus. During holidays and summer semester (if you are a part-time student or if you are taking a vacation), you may work up to 40 hours per week. When you enter degree studies at the university, you may work off-campus within your educational field for a specified amount of time.

How do I find a job?

1. Go to <https://gsu.joinhandshake.com/login> or find job and career events and dates at <http://career.gsu.edu/>

2. Go to different places on campus and ask about jobs.

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

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

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

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

GETTING A SOCIAL SECURITY NUMBER

As an F or J student or scholar, you are eligible for a Social Security Number (SSN) ONLY if you have an offer of employment on campus. You cannot apply until you have an actual job offer. The only situations where you, as a noncitizen, are legally required to provide a SSN are 1) to employers for wage and tax reporting purposes, and 2) to the Internal Revenue Service for tax returns. However, banks, apartment owners, telephone companies, and many other businesses will continuously ask you for a SSN even though you may not be eligible for one. Those businesses should be able to provide you the service without a SSN, but if they persist, the IEP will write a letter explaining why you cannot have a SSN, and requesting that you be given that service.

How to apply for an SSN

You must receive a formal job offer letter from your potential employer which includes the employer EIN# (586002050 for Georgia State). ISSS has a sample letter available if needed. F-I students must request a letter from an advisor in International Student & Scholar Services. You will need to provide us with a copy of the employer letter. Prepare the following items to take with you when you apply:

- Passport, I-94 Card, and completed Form SS- 5 (available [here](#))
- **F-I Students:** Valid I-20 form, employer letter, and IEP letter
- **J-I Students:** DS-2019 form, work authorization letter from your sponsor
- **J-I Scholars or Researchers:** DS-2019, employer letter
- **J-2 Students:** DS-2019 for the J-I student/scholar and J-2 dependent, EAD (Employment Authorization Document) from Citizen & Immigration Services (CIS)

There are many locations throughout Atlanta, but the closest one to GSU is:

401 W. Peachtree Street, Suite 2860
Peachtree Summit Federal Building
Accessible via Civic Center MARTA Station
Hours 8:30am-3:30pm (closed holidays)
(404)331-4155 or (800)772-1213

After you successfully apply at an office, the card will be mailed to you in approximately two to four weeks.

STAYING SAFE



Stay Connected to Georgia State University Police with New Safety App, LiveSafe

Georgia State University is providing all students, faculty, and staff with the LiveSafe app - a safety tool that provides a *quick, convenient, and discreet* way to communicate with Georgia State University Police.

Please download LiveSafe for **free** from the Apple App Store or Google Play to enhance your overall safety and allow Georgia State University Police to better protect you.

Use LiveSafe:

- **Share info:** Easily share safety information and concerns directly to Georgia State University Police using text, picture, and video
- **Stay up-to-date:** Receive important alerts and notifications from Georgia State University Police, and access important phone numbers and safety resources
- **Request an escort:** Request an in-person escort from Georgia State University Police to safely get you where you need to go
- **Share your location:** Share your location with safety officials in an emergency, or use location-tracking with friends, family, and colleagues for everyday safety

Get LiveSafe:

1. Download “**LiveSafe**” from here: <http://bit.ly/ISJdcSK> (Be sure to enable location services and push notifications when prompted!)
2. Sign up using your mobile phone number.
3. Create a password and fill in your name.
4. Add your email address to your profile (Left Menu > Settings > Profile).

DIAL 911 FOR TRUE EMERGENCIES

A true emergency is any situation that requires immediate assistance from the police, fire department or ambulance, for example:

- A fire
- A crime
- A car crash, especially if someone is injured
- A medical emergency, such as someone who is unconscious, not breathing, experiencing an allergic reaction, having chest pain, having uncontrollable bleeding, or any other symptoms that require immediate medical attention

Other contact numbers:

- GSU Campus Police: 404.651.3333
- GSU Police Escort: 404-413-2100

Typically, international students arrive in the United States with concerns about safety. Movies and television, particularly news reports, make the United States appear to be even more violent than it is. If you are careful and take some necessary precautions your stay should be crime free.

ON-CAMPUS SAFETY

Police

The police are expected to both enforce the law and assist the public. It is always appropriate to ask the police to help with all kinds of matters such as lost or stolen property, noisy neighbors, and emergency situations. Police are legally prohibited from taking "gifts" or money. They may arrest people who attempt to offer such payment

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

Georgia State University Police

Crime is rare on campus, but it is important to be careful since GSU is located in the center of a major city. Georgia State has its own police force, in addition to the City of Atlanta police. On the GSU campus there are 55 emergency call boxes with blue flashing lights. If you feel that you are in danger on campus, find the nearest callbox to automatically dial campus police. Whenever you feel endangered or need help on campus, GSU Police officers can escort you to anywhere on campus. The Georgia State Police work 24 hours a day so that GSU is a safe place for students.

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

The GSU Police Office is located on the 1st floor of One Park Place. It is open 24 hours a day, 7 days a week. Visit their website for more information and tips about safety: <https://safety.gsu.edu/safety-and-you/>

Tips for Safety On and Off Campus:

- **Keep your backpack, books, and other belongings with you** at all times. Do not leave your belongings unattended (including in the library or cafeteria).
- **Put your belongings in a locker at the Recreation Center.** You can rent one for the semester or bring your own lock to use a daily locker.
- If you drive to campus, **always park in areas with a lot of light.**
- Do not leave valuables or bags in plain view inside your car at any time. If necessary, put them in the trunk.
- Lock your car doors at all times.
- If a police officer stops your car, do not get out of the car unless instructed to do so. Roll down your window to speak to the officer.
- Do not walk by yourself at night.
- When walking, keep your head up and look directly ahead. Look confident, pay attention, and **be aware of your surroundings and people** around you at all times.

- **Never get into a stranger's car.** If someone in a car asks for directions, stand away from the car when talking to him or her.
- **Get to know your neighbors at home.** If you will be away from home for an extended period of time, ask one of your neighbors to collect your mail and newspapers.
- **Carry as little cash as possible,** and do not wear or show expensive-looking jewelry, etc.
- **Call Georgia State police for an escort** to your car, bus stop, or train station at night, or at any time you feel unsafe (3-2100 on campus). Someone from the police will walk with you.
- **Emergency phones**—phones with a blue light at the top of a pole--**are located throughout the university.** In an emergency, pick up the phone and you will be connected to the police.

Panhandlers

Panhandlers (or beggars) are very common in Atlanta, especially around the Five Points area. If you have classes near Five Points, you will probably see panhandlers every day. They may be standing or walking around asking people for money. If they approach you, **DO NOT GIVE THEM MONEY.** Panhandling is illegal and should not be encouraged. Charities provide shelter and food for those who need it.

If you are approached, you can say, "Sorry, I don't have any money," or "No, thanks." If the person becomes aggressive or insists, just walk away. If possible, try to avoid walking near panhandlers at night.

Walking From the MARTA Station to Campus

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

- Walk with or near other students walking to Georgia State University.
- If you feel unsafe, call campus police at 3-2100 for an escort.

Arriving At Georgia State Early in the Morning

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

- **Student Center:** The Student Center opens at 8 am. On the first floor is a waiting area with chairs. There is also an information desk at which someone will be working beginning at 8 am.
- **Panther Room:** The Panther Room opens at 7 am. It is located across the hallway from the GSU Bookstore (next to the cafeteria). There is a glass partition between the Panther Room and the cafeteria, and the cafeteria workers will be setting up the cafeteria.
- **Library.** The library opens at 8:00 am. On the first floor is a waiting area with chairs. There will be staff working at the library as soon as it opens.

PEDESTRIAN SAFETY

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

- Please be sure to follow crosswalk signs and cross at intersections when crossing the streets in the

downtown GSU area. There is a lot of fast-moving traffic, and police can ticket pedestrians for not obeying traffic rules.

- Always walk with confidence.
- Avoid walking alone in isolated areas and at night.
- If asked to do so by force, surrender all property. Do not resist if someone attempts to rob you.
- Take action to get away and protect yourself if you sense a potential threat.

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

ON-LINE SAFETY

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

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

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

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

ALCOHOL

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

DRINKING AND DRIVING

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

HOSPITALS

This is just a small sample of hospitals around Atlanta. Students should refer to the insurance company’s website for hospitals within the network for more benefits.

Grady Memorial Hospital
80 Jesse Hill Dr. SE
Atlanta, GA 30303 (Right beside Georgia State)
404.616.1000
www.gradyhealthsystem.org

Piedmont Hospital
1968 Peachtree Rd. NW
Atlanta, GA 30309
404.605.5000
www.piedmonthospital.org

Saint Joseph’s Mercy Foundation
This is one of Atlanta’s largest community outreach programs serving the homeless, uninsured, and immigrant populations in Atlanta. It provides social services, health screenings, and education
(<http://www.mercyatlanta.org/>)

North Location:
Northeast Plaza
3367 Buford Hwy, Suite 910
Atlanta, GA 30329
404.880.3711

DeKalb Medical Center
2701 North Decatur Rd.
Decatur, GA 30033
404.501.1000

Children's Hospital of Atlanta
Downtown Atlanta Location
424 Decatur St.
Atlanta, GA 30312
404.991.8000

Children's Hospital of Atlanta
1001 Johnson Ferry Rd. NE
Atlanta, GA 30342
404.785.5252

DENTAL CARE

This list is just a small sample of the dentists available in the Atlanta area and is in no way a recommendation or endorsement of any of the dentists listed. You can search online or ask American students for recommended dentists.

Drs. Solomon Cohen and Steve Drescher
1201 Peachtree Street
400 Colony Square, Suite 1515
Atlanta, GA 30061 404-892-3545
www.midtownatlantadentists.com

Drs. Elise Ashpole and Sheri Katz
1275 McConnell Drive, Suite H
Decatur, GA 30033
(404) 325-5440

U.S. CULTURAL VALUES

Independence

The United States was founded by people who valued independence. An independent spirit is still evident in this culture. Many people from the U.S. believe that they are responsible for their own destinies. Being self-reliant is considered more important than relying on family and friends. Many people from the United States believe that individuals reach maturity at age 18 and should be ready to make independent decisions. Privacy is valued for many of the same reasons. Even among members of a family, issues such as money, marriage, and career decisions may not be discussed out of respect for a person's privacy.

Work Ethic

People from the United States tend to value being busy, and we often make lists of what we hope to accomplish in a day. You may notice that people in the U.S. walk quickly, talk quickly and pay little attention to manners and politeness. We want to "get down to business" rather than make polite conversation. We don't mean to be rude! We just have a lot to do (or think we do).

Race, Ethnicity, and Gender

Many people in the United States like to think that all people are equal—race, color, religion, ethnicity, class, gender, and sexual orientation are unimportant to our value as human beings. Words like “tolerance” and “appreciation” are words that we may use to describe our relationship with people different from ourselves. For this reason, racist and sexist jokes and comments are not tolerated in many social and business settings. In fact, people who make such comments could lose their jobs. However, despite these principles, many inequalities still exist in the United States. You may hear people make negative comments about other groups. You may even experience discrimination because you are an international student. If this happens to you and you wish to talk about it, talk to the IEP Director or a counselor from the Counseling Center. An advisor or counselor who is familiar with these issues will try to understand the situation and make some suggestions for dealing with it. Some international students are surprised to hear men and women say they are gay, lesbian, bisexual or transgender. There is a growing community of Americans who identify themselves as gay, lesbian, bisexual, or transgender and do not believe that it is necessary to keep this a secret. This community has become more visible and accepted, and people who are part of this population form a respected part of U.S. society. You will most likely have a professor, classmate, roommate, or friend who is gay. Remember to treat the people you meet with the same respect and openness that you would want to be treated with.

U.S. HOLIDAYS

January 1 – New Year’s Day. Beginning on the evening of December 31, Americans celebrate the New Year. GSU is closed.

Third Monday in January – Martin Luther King Jr. Day. This holiday celebrates the life of Reverend Martin Luther King Jr., a leader of the U.S. civil rights movement. GSU is closed.

Third Monday of February – Presidents’ Day. This is a day to remember past U.S. presidents George Washington, the first U.S. president, and Abraham Lincoln, the 16th president who led the country during the Civil War and is credited with abolishing slavery. Both were born in this month. GSU is open.

February 14 – Valentine’s Day. This holiday is a celebration of love and romance. Valentine cards, candy, or gifts are exchanged. GSU open.

March 17—St. Patrick’s Day. Named for the patron saint of Ireland, this day is often celebrated with parades and parties. Many people wear green clothing and put up decorations—even if they’re not of Irish decent! If you do not wear green on this day, classmates may pinch you. GSU is open.

Springtime (date varies)—Easter. Always on a Sunday, this is a traditional Christian holiday, when people decorate eggs and children are visited by the Easter Bunny. GSU is closed.

Last Monday in May – Memorial Day. This holiday is a time that Americans remember all of those who died in war for the United States. GSU is closed.

June 19 – Juneteenth. This federal holiday commemorates the emancipation of enslaved African Americans. GSU is closed.

July 4 – Independence Day. On July 4, 1776, the Declaration of Independence, a document the United States used to declare its independence from England, was signed. Americans celebrate this holiday with picnics and fireworks. GSU is closed.

First Monday in September – Labor Day. This holiday recognizes the efforts of American workers. GSU is closed.

October 31—Halloween. People often celebrate this holiday by wearing costumes and carving scary faces on pumpkins. Children dress up in costumes and go trick-or-treating to get candy. GSU is open.

Last Thursday in November – Thanksgiving. According to legend, the first European settlers of the United States gave thanks for their first harvest season by eating a feast with Native Americans. This is a traditional time for families and friends to eat a big turkey dinner together. GSU is closed.

December 25 – Christmas Day. This holiday, at one time a traditionally Christian one, is now a time for most people to exchange gifts, decorate homes, and attend gatherings and parties for the few weeks before December 25. GSU is closed.

CROSS-CULTURAL ADJUSTMENT

Everyone who moves to a new country experiences a period of adjustment and adaptation to the new culture. This is sometimes referred to as “culture shock” because of the difficulty of leaving your home culture and living in a new culture. It includes the shock of a new environment, meeting lots of new people, and learning the ways of a different country. It also includes being separated from the important people in your life, such as family, friends, colleagues, or teachers.

Culture shock is entirely normal, usually unavoidable, and it does not mean anything bad about you or your new home. Actually, it can be a very significant learning experience, because it makes you more aware of your own culture as well as the new culture you have entered. It will give you valuable skills that will serve you in many ways in the future—it’s part of the benefit of international education.

Some typical symptoms of culture shock are:

- Extreme homesickness
- Loneliness
- Avoiding contact with other people, especially Americans
- Negative feelings and hostility toward American culture and people
- Anger, frustration, confusion
- Tiredness or need for excessive amounts of sleep
- Boredom
- Inability to concentrate or work
- Loss of appetite
- Loss of enjoyment in daily activities
- Lack of confidence
- Feelings of inadequacy or insecurity
- Depression and feelings of helplessness

Although you can’t stop culture shock, there are some things you can do to make yourself feel better. Here are some ideas:

- Understand that your reactions are normal
- Be open-minded and curious about your new environment
- Talk with an International Student Advisor about your feelings
- Make friends with Americans and other international students
- If you struggle with academics, talk with your professors and advisors
- Stay busy with academics, hobbies, friends, and other interesting activities

- Exercise or participate in sports
- Try a new activity that you can't do in your home country
- Don't forget the reasons you came to America
- Be patient with yourself and your new culture

When culture shock hits you, just remember that it is a normal part of being an international student. You will pass through periods of ups and downs, but in the end it will all be worth it. Try to focus on all the positive and rewarding aspects of your experience! GSU Counseling Center is a great resource for you if you are feeling culture shock (<http://counselingcenter.gsu.edu/>).

COPING WITH STRESS

If you are feeling stressed or overwhelmed, do not stop going to classes. This will make the situation more difficult. Instead, talk to your professor about your situation. All professors have office hours when they are available to see students, and they encourage students to come talk to them. Don't hesitate to visit or email your professors throughout the semester. Most of them are willing to help you if they see that you are making every effort to do well in their class.

Take advantage of the Counseling and Testing Center's Relaxation Room if you are feeling stressed. It contains a state-of-the-art Massage Chair for you relax in between classes in a room by yourself (<http://counselingcenter.gsu.edu/services/mind-body-program/the-relaxation-room/>).

RELIGIOUS ORGANIZATIONS

AMIS/AMIGO

The [Atlanta Ministry with International Students \(AMIS\)](https://www.amisatlanta.org/) is a community group that provides friendship and hospitality to international students from all around Atlanta. Their yearly program is called AMIGO, which allows you sign up to spend time with a local family. The family will show you around Atlanta and help you get to know American culture. You can also sign up for AMIS' Thanksgiving and Christmas programs.

During the traditional American Thanksgiving holiday, you can enjoy a special dinner with a host American family. Through the Christmas International House program, you can spend two weeks over the winter holiday with an American family in a different state. <https://www.amisatlanta.org/>

There are many religious organizations located in the Atlanta area and on Georgia State's campus. Please visit <https://gsu.campuslabs.com/engage/> for a comprehensive list. Click on "Religious/Spiritual" to see religious organizations.

MEASUREMENT EQUIVALENTS

Weight

1 Kilogram = 2.2 U.S. pounds = 4 3/8 cups = 1000 grams

1 U.S. pound = 0.45359 kg

1 U.S. pound = 454 grams = 16 ounces = 1 cup
 100 grams = 3.5 ounces
 1 ounce = 2 tablespoons = 28.3 grams

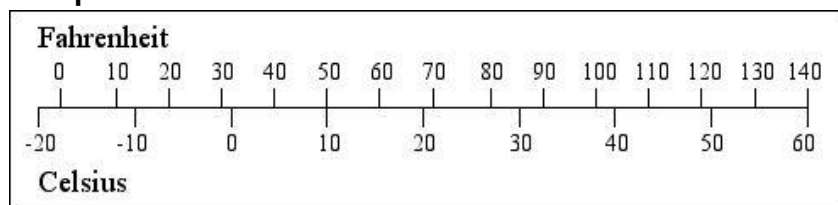
Capacity

1 liter = 4 cups + 3 1/2 tablespoons = 1.06 quarts (liquid)
 1 cup (liquid) = 2.4 deciliters
 1 deciliter = 7 tablespoons
 1 cuillère a cafe ou the (coffee spoon) = 1 teaspoon = 2 grams
 1 cuillère a dessert (dessert spoon) = 2 teaspoons
 1 cuillère a soupe (soup spoon) = 1 tablespoon

Length

1 meter = 1.0936 yd. = 3.3 feet = 39.37 inches
 91.5 centimeters = 1 yard
 30.5 centimeters = 1 foot
 2.54 centimeters = 1 inch
 1 centimeter = 0.3937 inch (approx. 3/8 inch)
 1 kilometer = 0.62137 mile (approx. 5/8 mile)
 1 mile = 1.6093 kilometers
 1 hectare = 2.47 acres

Temperature



IMPORTANT CONTACT INFORMATION AT GSU

Admissions-- Undergraduate	200 Sparks Hall	404-413-2500 admissions@gsu.edu
Auxiliary Services	University Center 2 nd Floor	404-413-9500
Georgia State University Bookstore	University Center 3 rd Floor	404-413-9700 bookstore@gsu.edu
Counseling Center	75 Piedmont Ave., NE Suite 200A	404-413-1640
Health Clinic	141 Piedmont Ave., Suite D University Commons	404-413-1930
HELP Desk (Technology Support)		404-413-HELP (4357) help@gsu.edu
Housing	75 Piedmont Ave Suite 110	404-413-1800 housing@gsu.edu

IEP—Intensive English Program	25 Park Place 15 th Floor	404-413-5200
ISSS—International Student & Scholar Services	252 Sparks Hall	404-413-2070 iss@gsu.edu
GSU Police	15 Edgewood Ave.	Emergency 911 404-413-3333 Main number 404-413-2100
Student Accounts	100 Sparks Hall	404-413-2600
Student Recreation Center	101 Piedmont Ave.	404-413-1750
University Library	100 Decatur St. University Plaza	404-413-2800

QUESTIONS?

IF YOU HAVE QUESTIONS ABOUT ...,	TALK TO ...	OR...
Your visa or I-20	David Thompson 25 Park Place, 15 th floor Dthompson46@gsu.edu	
IEP Activities/ICE	Robin Cathey 25 Park Place, 15 th floor rcathey1@gsu.edu	An IEP teacher
Applying to GSU or PC	Robin Cathey 25 Park Place, 15 th floor rcathey1@gsu.edu	
Questions/Concerns about your IEP classes	Robin Cathey 25 Park Place, 15 th floor rcathey1@gsu.edu	Your teacher can also help!
Health Insurance for F-1 and J-1 visa holders Immunizations	Robin Cathey 25 Park Place, 15 th floor rcathey1@gsu.edu	David Thompson 25 Park Place, 15 th floor Dthompson46@gsu.edu
Letters or Certificates	Robin Cathey 25 Park Place, 15 th floor rcathey1@gsu.edu	John Bunting 25 Park Place, 15 th floor jbunting@gsu.edu
Any other questions or concerns	Robin Cathey 25 Park Place, 15 th floor rcathey1@gsu.edu	John Bunting 25 Park Place, 15 th floor jbunting@gsu.edu

CAMPUS MAP



APPENDIX I: LEARNING OUTCOMES

For information about student levels at the beginning of the semester, please read [IEP Proficiency Levels](#).

For a description of each course, please read [Course Descriptions](#).

For information on how students advance to the next level, please refer to [Grades](#).

Reading Skills (*Levels 1-2 Only*)

At the end of the semester, students can:

LEVEL I (0810)	LEVEL II (0820)
<ul style="list-style-type: none"> • Employ vocabulary acquisition strategies including <ul style="list-style-type: none"> ◦ developing a vocabulary learning system (notebook, flashcards, etc.) ◦ classifying vocabulary by meaning groups ◦ recognizing words belonging to the same word family • Apply strategies for pronouncing new words and using dictionary tools including <ul style="list-style-type: none"> ◦ recognizing spelling patterns for short vowels and some long vowels ◦ dividing syllables between double letters or compound words ◦ using a dictionary to assist with pronunciation • Relate material from course readings to individual experiences • Demonstrate reading strategies with beginning level texts including <ul style="list-style-type: none"> ◦ understanding pronoun referents ◦ skimming ◦ scanning • Identify the main ideas of course readings through <ul style="list-style-type: none"> ◦ distinguishing the chronological order of sentences ◦ analyzing patterns of organization • Identify details that support the main idea of a paragraph • Apply test taking strategies to unit tests when: <ul style="list-style-type: none"> ◦ predicting test questions ◦ correctly interpreting directions on a test 	<ul style="list-style-type: none"> • Employ vocabulary acquisition strategies including <ul style="list-style-type: none"> ◦ development a vocabulary learning system (notebook, flashcards, etc.) ◦ classifying vocabulary by meaning groups • Apply strategies for reading and pronouncing new words and using dictionary tools including <ul style="list-style-type: none"> ◦ recognizing spelling patterns for short vowels and some long vowels ◦ using syllable division and word stress rules ◦ using an English -English learner's dictionary for pronunciation and meaning • Relate material from course readings to individual experiences • Demonstrate reading strategies with low-intermediate level texts including: <ul style="list-style-type: none"> ◦ understanding pronoun referents ◦ skimming ◦ scanning ◦ guessing word meaning from context by using appositives or examples • Identify and analyze the main ideas of course readings through: <ul style="list-style-type: none"> ◦ distinguishing the chronological order of sentences ◦ analyzing patterns of organization • Identify details that support the main idea of a paragraph • Apply test taking strategies to unit tests when: <ul style="list-style-type: none"> ◦ predicting test questions ◦ answering multiple choice and true/false questions

Reading & Listening for Academic Purposes (Levels 3-5)

At the end of the semester, students can:

LEVEL III (0830)	LEVEL IV (0840)	LEVEL V (0850)
<ul style="list-style-type: none"> • Apply reading strategies with intermediate ESL texts including: <ul style="list-style-type: none"> ◦ using headings and subheadings in a text to make outlines for notes and make predictions about content ◦ recognizing key words and phrases in a text ◦ identifying main ideas • Record adequate notes while listening to a 5-10 minute lecture based on course content by listening for verbal and non-verbal cues • Recognize and recall general academic and subject specific vocabulary • Relate content material to personal experiences or other knowledge • Apply note-taking strategies to reading and lecture notes including: <ul style="list-style-type: none"> ◦ using a 2-column note-taking system ◦ using abbreviations and symbols ◦ indenting ◦ leaving white space ◦ highlighting key words and concepts ◦ writing phrases instead of complete sentences • Recognize and recall content from intermediate-level ESL texts • Apply test-taking strategies to chapter tests: <ul style="list-style-type: none"> ◦ analyzing the structure of multiple choice and true-false questions to determine type of information requested 	<ul style="list-style-type: none"> • Apply reading strategies to high intermediate texts including: <ul style="list-style-type: none"> ◦ developing questions before reading a text ◦ using headings and subheadings in a text to make outlines for notes and make ◦ recording reading notes ◦ reviewing reading content after completing the reading • Record notes while listening to a 15-minute academic lecture based on course content while listening for common verbal and non-verbal cues • Relate content material to personal experience or other knowledge • Recognize, recall, analyze, and utilize general academic and subject specific vocabulary • Apply note-taking strategies to reading and lecture notes including: <ul style="list-style-type: none"> ◦ experimenting with a variety of note-taking systems such as a 2-column note-taking system; an outlining system; and mapping or charting notes ◦ using abbreviations and symbols ◦ indenting ◦ leaving white space ◦ highlighting key words and concepts ◦ writing phrases instead of complete sentences • Recognize, recall, and summarize content from carrier topic readings from a high school or undergraduate academic text • Apply test-taking strategies to chapter tests, including: <ul style="list-style-type: none"> ◦ predicting potential test questions to use in preparation for chapter tests ◦ analyzing the structure of multiple choice and true-false questions to determine what type of information is being requested 	<ul style="list-style-type: none"> • Apply reading strategies in order to synthesize, record, and report the main ideas from an undergraduate academic text • Record notes while listening to a 15-20 minute academic lecture based on course content while listening for common verbal and non-verbal cues • Relate content material to personal experience or other knowledge • Recognize, recall, analyze, and utilize academic and subject specific vocabulary • Apply note-taking strategies to reading and lecture notes including: <ul style="list-style-type: none"> ◦ paraphrasing techniques ◦ using abbreviations and symbols ◦ indenting ◦ leaving white space ◦ highlighting key words and concepts ◦ writing phrases instead of complete sentences • Recall, synthesize, and summarize content from carrier topic readings from an undergraduate academic text • Apply test-taking strategies to chapter tests including: <ul style="list-style-type: none"> ◦ predicting potential test questions to use in preparation for chapter tests ◦ analyzing the structure of multiple choice and true-false questions to determine type of information requested

Oral Communication

At the end of the semester, students can:

LEVEL I (0710)	LEVEL II (0720)	LEVEL III (0730)	LEVEL IV (0740)	LEVEL V (0750)
Listening <ul style="list-style-type: none"> Demonstrate perception of accurate vowel and consonant sounds Demonstrate awareness of word endings in English. Identify word stress in multi syllabic words. Identify focal stress in sentence-level rhythm. Identify content words versus function words in written and aural contexts. Recognize the content of verbal requests for information about the specific topics and vocabulary discussed in class. Pronunciation: Focused Production <ul style="list-style-type: none"> Use accurate word stress in multi-syllabic words and focal stress in sentence-level rhythm in discrete sentences. Use word endings in English accurately in discrete words and phrases (highly controlled speaking situation). Use the phonetic alphabet as a tool for focused perception and production 	Listening <ul style="list-style-type: none"> Demonstrate perception of accurate vowel and consonant sounds Identify reduced forms and common contractions in spoken conversation. Identify the important ideas of a 2-3 minute oral discourse about topics and vocabulary discussed in class Recognize the content of verbal requests for information (wh-questions) Pronunciation: Focused Production <ul style="list-style-type: none"> Use accurate word stress in multi-syllabic words. Use focal stress in sentence-level rhythm and in short strings of sentences Use word endings in English accurately in words, phrases, and short strings of sentences (highly controlled speaking situation) Use the phonetic alphabet as a tool for focused perception and production of consonants and vowels 	Presentation Skills <ul style="list-style-type: none"> Organize two individual 3-5 minute presentations Maintain overall comprehensibility during presentations. Speaking and Listening Fluency & Usage in Academic Settings <ul style="list-style-type: none"> Participate in conversations/discussions and reach group decisions Describe and narrate academic content in most informal (discussion) and some formal (presentation) settings Use polite disagreement and interruption strategies during discussions Demonstrate comprehension of the academic content (American government) given in 5-10 minute lectures. Fulfill tasks that require students to take the initiative to speak English outside the classroom Pronunciation <ul style="list-style-type: none"> Identify the rhythm patterns (focus words) of phrases, sentences, and longer speech events. Use accurate word stress in multi-syllabic words. Use focal stress in paragraph discourse. Use the phonetic alphabet as a tool for focused perception and production of consonants and vowels Use word endings in English accurately in paragraph discourse 	Presentation Skills <ul style="list-style-type: none"> Organize one two-part presentation (pairs or groups) and one group presentation in which each student speaks for 3-5 minutes. Speaking and Listening Fluency & Usage in Academic Settings <ul style="list-style-type: none"> Participate in conversations/discussions and reach group decisions. Use fixed phrases to support opinions, hypothesize, agree and disagree, and interrupt politely during discussions. Demonstrate comprehension of the academic content given in 10-15 minute lectures. Fulfill tasks that require students to take the initiative to speak English outside the classroom. Pronunciation <ul style="list-style-type: none"> Identify and produce intonation patterns during discussions and presentations. Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations. 	Presentation Skills <ul style="list-style-type: none"> Organize one two-part presentation (pairs or groups) and one individual presentation in which each student speaks for 5-7 minutes. Organize and lead a whole class discussion in a small group. Speaking and Listening Fluency & Usage in Academic Settings <ul style="list-style-type: none"> Use fixed phrases to support opinions, hypothesize, agree and disagree, and interrupt politely during discussions. Participate in conversations & discussions and reach group decisions Demonstrate comprehension of the academic content given in 15-20 minute student or guest speaker presentations Fulfill tasks that require students to take the initiative to speak English outside the classroom

Oral Fluency (Levels 1-2 Only)

At the end of the semester, students can:

LEVEL I (0410)	LEVEL II (0420)
<p><i>Fluency and Vocabulary Building</i> <i>(general clarity & appropriate use of new vocabulary)</i></p> <ul style="list-style-type: none"> • Comprehensibly speak about common conversational topics including oneself, family, country, daily activities, food, and health • Use target vocabulary accurately • Express understanding of language commonly used on a daily basis • Give appropriate responses to verbal requests for information about the topics and vocabulary discussed in class • Make appropriate and comprehensible verbal requests for information of instructor and classmates <p><i>Listening Skills</i></p> <ul style="list-style-type: none"> • Identify and apply basic listening comprehension strategies to understand main ideas of oral dialogues • Recognize the pronunciation of vocabulary and functions related to the conversational topics of the class <p><i>Confidence</i></p> <ul style="list-style-type: none"> • Recognize and use specific negotiation strategies to clarify communication • Fulfill English-speaking tasks outside of the classroom 	<p><i>Fluency and Vocabulary Building</i> <i>(general clarity & appropriate use of new vocabulary)</i></p> <ul style="list-style-type: none"> • Increase variety and comprehensibility of learner's vocabulary related to the common conversational topics addressed in the course • Maintain simple face-to-face conversations by asking and responding to simple questions in some informal settings and in a limited number of public settings • Respond to questions regarding topics related primarily to oneself and the immediate environment • Make appropriate and comprehensible verbal requests for information of teacher and classmates <p><i>Listening Skills</i></p> <ul style="list-style-type: none"> • Identify and apply basic listening comprehension strategies to understand main ideas of oral dialogues • Recognize the pronunciation of vocabulary and functions related to the conversational topics of the class <p><i>Confidence</i></p> <ul style="list-style-type: none"> • Fulfill English speaking tasks outside of the classroom

Extensive Reading

At the end of the semester, students can:

LEVEL I (0510)	LEVEL II (0520)	LEVEL III (0530)	LEVEL IV (0540)	LEVEL V (0550)
<ul style="list-style-type: none"> • Read 2 guided ESL readers or authentic texts independently at Flesch-Kincaid grade level 1-3 • Summarize events of 5-8 pages • Identify main ideas from passages (approximately 5-8 pages) • Describe characters and their roles in the text • Identify major themes • Expand vocabulary • Relate main ideas/events/themes of the text to own life experience • Examine ideas, events, themes, characterizations as representative of various cultures • Make inferences about characters and relationships within the context of the reading 	<ul style="list-style-type: none"> • Read 2 authentic texts independently at the Flesch-Kincaid grade level of 4-6 • Summarize events of 5-10 pages • Identify main ideas from passages (1-2 chapters in length) • Make inferences about characters and relationships within the context of the reading • Describe characters and their roles • Identify major themes in Level 2 texts • Expand vocabulary • Relate main ideas/events/themes of the text to own life experience • Examine ideas, events, themes, characterizations as representative of various cultures 	<ul style="list-style-type: none"> • Read two authentic extended texts independently at the Flesch-Kincaid grade level 6-8, approximately 180-200 pages per text • Summarize events of 10-20 pages • Identify main ideas from passages • Make inferences about characters and relationships within the context of the reading • Describe characters and their roles • Identify major themes • Relate main ideas/events/themes of the text to own life experience • Examine ideas, events, themes, characterizations as representative of various cultures 	<ul style="list-style-type: none"> • Read two authentic extended texts independently at the Flesch-Kincaid grade level 8-10, approximately 175-300 pages per text • Summarize events of 20-30 pages • Identify main ideas from passages • Make inferences about characters and relationships within and beyond the context of the reading • Describe characters and their roles • Identify major themes in works • Relate main ideas/events/themes of the text to own life experience • Examine ideas, events, themes, characterizations as representative of various cultures 	<ul style="list-style-type: none"> • Read two authentic extended texts independently at the Flesch-Kincaid grade level 10-12, approximately 300 pages per text • Summarize events of 25+ pages • Identify main ideas from passages • Make inferences about characters and relationships within and beyond the context of the reading • Describe characters and their roles • Identify major themes in works • Relate main ideas/events/themes of the text to own life experience • Examine ideas, events, themes, characterizations as representative of various cultures

Academic Writing for University Exams (Levels 3-5)

At the end of the semester, students can:

LEVEL III (0930)	LEVEL IV (0940)	LEVEL V (0950)
<ul style="list-style-type: none"> • Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples in parts of chapters from a high school textbook • Write organized reading notes which include key terms, main ideas, explanations, examples, and graphic organizers • Predict test questions based on readings, class discussion, and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately • Locate examples of academic vocabulary in the assigned text; use conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects • Write answers to different types of questions such as definitions and identifications (1-2 sentences), short-answers (5-8 sentences; ½ page), and short essays (8-15 sentences, up to 1 page) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects 	<ul style="list-style-type: none"> • Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples parts of chapters from high school and college level textbooks • Write organized reading notes which include key terms, main ideas, explanations, examples, graphic organizers, and summaries • Predict test questions based on readings, class discussion and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately • Locate examples of academic vocabulary in the assigned texts; increase the complexity of the conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects • Write answers to different types of questions such as definitions and identifications (1-2 sentences), short-answers (5-8 sentences; ½ page), and short essays (15-20 sentences, up to 1 page) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects • Paraphrase information with some reliance on the original text when writing test answers 	<ul style="list-style-type: none"> • Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples in parts of chapters of college level textbooks • Write organized reading notes which include key terms, main ideas, paraphrased explanations, examples, graphic organizers, and summaries • Predict test questions based on readings, class discussion and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately • Locate examples of academic vocabulary in the assigned texts; increase the complexity of the conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects • Write answers to different types of questions such as definitions and identifications (2-3 sentences), short-answers (5-8 sentences; ½ page), and short essays (20-25 sentences, or 1-1 ½ pages) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects • Paraphrase information with minimal reliance on the original text when writing test answers

Introductory Structure and Writing (Levels 1-2)

At the end of the semester, students can:

LEVEL I (0610)	LEVEL II (0620)
<ul style="list-style-type: none">• Demonstrate idea invention through interviews/group discussion, graphic organizers, and brainstorming• Produce paragraphs (5 sentence minimum) with topic sentences, supporting details, and conclusion sentences through a process of drafting and revision• Use the language of narration, exemplification, or description• Demonstrate coherence using repetition of keywords, pronouns, and synonyms• Demonstrate fluency by communicating ideas in journal writing and 1-paragraph timed writing assignments• Evaluate and edit writing for content, organization, and grammar• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to the high beginning level*	<ul style="list-style-type: none">• Demonstrate idea invention through interviews/group discussion, graphic organizers, brainstorming• Demonstrate organization of ideas using clustering or graphic organizers• Produce organized paragraphs (7 sentence minimum) with topic sentences, supporting details, and concluding sentences through a process of drafting and revision• Use the language of narration, exemplification, process, comparison/contrast or description• Demonstrate coherence using repetition of keywords, pronouns, synonyms, and signal words• Demonstrate fluency by communicating ideas in journal writing and 1-paragraph timed writing assignments• Evaluate and edit writing for content, organization, and grammar• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to low intermediate level*

Structure and Composition

At the end of the semester, students can:

LEVEL III (0630)	LEVEL IV (0640)	LEVEL V (0650)
<ul style="list-style-type: none"> • Demonstrate idea invention through interviews/group discussion, graphic organizers, brainstorming, and freewriting • Demonstrate organization of ideas using graphic organizers or basic outlines • Produce organized paragraphs (8 sentence minimum) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision • Use the language of description, process, comparison/contrast, cause/effect, classification, and definition • Develop supporting ideas with examples, explanations, or facts • Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions • Demonstrate fluency by communicating ideas through paragraph and multi-paragraph timed writing assignments • Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision • Evaluate and edit writing for content, organization, grammar, and academic vocabulary • Refer to teacher-chosen published sources appropriately • Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to intermediate level* 	<ul style="list-style-type: none"> • Demonstrate idea invention through brainstorming, freewriting, or group discussion • Demonstrate organization of ideas using graphic organizers or detailed outlines • Produce organized paragraphs (minimum 10 sentences) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision • Use the language of description, process, comparison/contrast, cause/effect, classification, and definition jointly • Develop supporting ideas with examples, explanations, facts, or analysis • Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions • Demonstrate fluency by communicating ideas through paragraph and multi-paragraph timed writing assignments • Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision • Write multi-paragraph expository, analytical, evaluative, objective, or summary assignments • Summarize, paraphrase, and synthesize a variety of credible (instructor-selected) Internet and library sources into multi-paragraph essay • Evaluate and edit writing for content, organization, grammar, register, and academic vocabulary • Use attribution language and APA citation skills for limited library or Internet sources • Perform instructor-guided Internet and library searches to find credible sources of research • Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to high-intermediate level* 	<ul style="list-style-type: none"> • Demonstrate idea invention through freewriting or group discussion • Demonstrate organization of ideas using graphic organizers or detailed outlines • Produce organized paragraphs (minimum 10 sentences) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision • Use the language of description, process, comparison/contrast, cause/effect, classification, and definition jointly • Develop supporting ideas with examples, explanations, facts, or analysis • Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions • Demonstrate fluency by communicating ideas in multi-paragraph timed writing assignments • Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision • Write multi-paragraph expository, analytical, evaluative, objective, persuasive, argumentative or summary assignments • Summarize, paraphrase, and synthesize a variety of credible (self-selected) Internet and library sources into multi-paragraph essay • Evaluate and edit writing for content, organization, grammar, register, and academic vocabulary • Use attribution language and APA citation skills for a variety of library and Internet sources • Perform independent Internet and library searches to find credible sources of research • Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to high-advanced level*

APPENDIX 2



Student Request to Change Level (new students only)

For new students only: If you would like to request a level/class change, please complete this form and e-mail it to either Robin Cathey or David Thompson. All requests will be reviewed by your instructors on the Friday of the first week of classes and is only accepted from new students (not returning students). Decisions will be made by the end of the day. We will send an email to your GSU email account before the next class day if we have approved your request.

NO forms will be accepted after 3:00pm on Friday at the end of the first week of class .

NOTE: Returning students cannot request level changes at the beginning of the semester. Recommendations for level changes of returning students are reviewed at the end of the previous semester.

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

Name: _____ Panther ID Number: _____

Request change from _____ to _____

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

Student Signature: _____

Office Use Only

APPENDIX 3

IEP Formal Complaints/Grievance Form

1. If you have a concern about a class, please talk to the instructor first. You can do this during his/her office hours or set up an appointment.
2. If you have a concern about something outside of the classroom, please speak with Robin Cathey.

If you have tried speaking with your instructor (or feel uncomfortable doing so) and still feel unsatisfied about the issue, please complete this form. The IEP Student Issues Committee will review it and contact you.

Name: _____

Date: _____

Panther ID#: _____

Please check all of the following that you have done:

_____ I have talked to my instructor about this issue.

_____ I have talked to the Academic Professional about this issue.

_____ I have talked to the Director about this issue.

_____ Other: _____

_____ I am not comfortable talk to my instructor or the IEP staff about this.

Please describe your complaint below:

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Reviewed by: _____ Date: _____
