

Student Handbook

Academic Year

2017-18

English Language Programs

OHIO NORTHERN UNIVERSITY

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Welcome to English Language Programs at Ohio Northern University!

We welcome you to English Language Programs (ELP) here at Ohio Northern University, and we are pleased that you will be studying English with us. Ada, ONU, and ELP are great places for English language students to come, learn, and ask questions about English, American culture, and the local and university community!

We encourage you to actively participate in your education by becoming involved on campus, visiting professors during office hours, and exploring the local community and meeting the people who live in it. But before you begin, this handbook can provide answers to many of your questions and can help you find the people who can answer the rest. It will also help you throughout the school year as you face the policies we operate under.

This handbook has information for all students in ELP. This includes students who are enrolled at any level in the Intensive English Program (IEP) and students who are enrolled in the International Scholar Transition Program (ISTP), as well as students who are just studying English for their own enjoyment.

We look forward to helping you make the English language your own and helping you to learn and live within American culture!

ELP AT ONU

The mission of English Language Programs (ELP) at Ohio Northern University is to meet the specific, though varied, needs of students, instructional staff and university in English language teaching and learning. ELP grounds itself in the current best practices in the field in order to achieve its overall mission and serve as a resource and language advocate to the larger community.

For students and the university: The focus of ELP is language proficiency for successful academic study at a high quality, American university with U.S. and international faculty. ELP equips students with English abilities commensurate with the language demands of the classrooms within the policies and governance structures of ONU. Comprising of two separate but interrelated programs, the International Scholar Transition Program (ISTP) and the Intensive English Program (IEP), ELP is designed to build a strong foundation in English, and prepare learners for and transition them into academic settings. ELP employs instructional staff with terminal degrees in language teaching whose expertise is available to students and the university at large.

For instructional staff: ELP provides a carefully designed and assessed curriculum for language learning that provides students with a solid learning environment and instructors with opportunity to explore a variety of teaching modalities to support learning objectives. A supportive environment is provided for instruction, classroom-based research, and best practices in teaching and learning.

For the larger community: ELP represents the English language teaching profession and is a point of contact within the university for non-academic English learners. While it is not the mission of ELP to directly provide programs outside academic English, the program directs these learners to the appropriate resources.

About ELP

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FAQs:

What is English Language Programs?

English Language Programs is a department within the College of Arts and Sciences made up of the International Scholar Transition Program and the Intensive English Program.

What is the International Scholar Transition Program?

The International Scholar Transition Program (ISTP) is a pathways program that serves the needs of students as they begin academic studies in their majors, providing advanced language instruction and support in tandem with mainstream academic classes. Each semester, students take two core ISTP courses: (1) Listening and Speaking and (2) Reading and Vocabulary, along with a College Composition course offered through the English department and 1 or 2 select academic courses. Additionally, ISTP students are enrolled in a tutoring skills lab, which provides one-on-one tutoring, skill workshops and additional academic support.

What is the Intensive English Program?

The Intensive English Program (IEP) is a multilevel English language instruction program that serves students that are academically admissible to ONU but are in need of improved English skills and proficiency. The IEP includes eight-week terms and 5 required levels from beginner to high intermediate, with core courses in Listening, Speaking, Reading, Writing, and Grammar and a variety of electives such as Testing, American Culture, Pronunciation, Orthography, and Special Topics. The IEP prepares students for the International Scholar Transition Program. The IEP is also for advanced students who must maintain full time status in English studies and are not permitted to begin academic study until after English studies are completed.

USEFUL ACRONYMS (abbreviations)

The following groups of letters are called *acronyms*. An acronym is made by taking the first letter of each word and forming a new word that is printed or typed in all capital letters. Here is a list of acronyms used in this handbook that you should be familiar with.

ELP	English Language Programs at ONU
IEP	Intensive English Program at ONU
ISTP	International Scholar Transition Program at ONU
TOEFL ITP	Test of English as a Foreign Language Institutional Testing Program
TOEFL iBT	Test of English as a Foreign Language Internet Based Test
IELTS	International English Language Testing System
MELICET	Michigan English Language Institute College English Test
EPT	English Placement Test
SCP	Student Complaint Procedures
SCF	Student Complaint Form
SCC	Student Complaint Checklist
RRF	Re-placement Request Form
LWF	Level Waiver Form
GAF	Grade Appeal Form
EAP	English for Academic Purposes
ESP	English for Specific Purposes
SCR	Student Counseling Report

SECTION 1: INTERNATIONAL SCHOLAR TRANSITION PROGRAM**

***Students admitted to the International Scholar Transition Program are fully admitted to university study and beginning academic course work. To enter the program, students must have an iBT (TOEFL) score between 50 and 78 or an IELTS score between 5.5 and 6.0. Section scores for each test must be in similar ranges. The Transition program is generally one year of study (three semester is the maximum amount of time to complete the ISTP) and ISTP students complete 12-15 credits in their degree program. Full academic study after ISTP begins with successful completion of ISTP and a score of 62 on the iBT or 500 on the ITP (Institutional TOEFL).*

***Exchange students and students in degree program may also take courses in ISTP.*

COURSES

ISTP 1131 – Reading and Vocabulary 1

This course develops reading and vocabulary skills for academic purposes for students with TOEFL ITP Section 3 subscore of 46 (minimum) or equivalent. Students review and demonstrate ability to predict content, identify main and supporting ideas and details, and make inferences when reading academic texts. Students will also expand and apply academic vocabulary, while increasing reading speed and comprehension. Concurrent registration in ENGL 1411, 1511, 1421, or 1521 is expected. *4 credits*

ISTP 1111 – Listening and Speaking 1

This course develops listening and speaking skills for academic purposes for students with TOEFL ITP Section 1 subscores of 46 (minimum) or equivalent. Listening strategies to strengthen comprehension of academic lectures and introduction to effective note-taking. Additional focus on enhancing speaking skills, including pronunciation practice and role-plays, as well as individual and group presentations and class discussions. Concurrent registration in ENGL 1411, 1511, 1421, or 1521 is expected. *6 credits*

ISTP 1231 – Reading and Vocabulary 2

This course develops advanced reading and vocabulary skills for academic purposes for students with minimum TOEFL ITP Section 3 subscores of 50 or equivalent. Students focus on critical thinking skills, inference, interpretation, evaluation, synthesis, analysis, and application as well as additional emphasis on academic vocabulary development to maximize comprehension. Students will read authentic academic texts, articles, essays and novels. Concurrent registration in ENGL 1411, 1511, 1421, or 1521 is expected. *4 credits*

ISTP 1211 – Listening and Speaking 2

This course develops advanced listening and speaking skills for academic purposes for students with minimum TOEFL ITP Section 1 subscores of 50 or equivalent. Further development of listening strategies to optimize comprehension of complex academic lectures and discussion, as well as more sophisticated note-taking. Additional focus on enhancing speaking skills, including pronunciation practice and role plays, in-depth class discussions, as well as extensive individual and group presentations. Concurrent registration in ENGL 1411, 1511, 1421, or 1521 is expected. *6 credits*

In addition to the courses listed above, students will also be enrolled in a college composition course. These are Department of English courses and provide students with university credit fulfilling the writing requirement for all students, domestic and international. Students are placed into a sequence of composition courses. By way of the ONU Writing Placement Exam students are enrolled in the ENGL 1511-1521 sequence. Students scoring lower than 3.5 on the placement test are also enrolled in ENGL 1311-1321 composition lab sequence. Successful completion with a C or better satisfies the general education first-year writing requirement.

ENGL 1511 – College Composition 1

This course focuses on the developments of Academic English skills for students whose native language is not English, with emphasis on reading and writing. Students must earn a C or better to advance to ENGL 1521. *3 credits*

ENGL 1521 –College Composition 2

This course is a continuation of ENGL 1511 with additional emphasis on academic writing including documentation of sources and research writing. Students must earn a C or better to satisfy the general education first-year writing requirement. *3 credits*

ENGL 1311 – College Composition Lab 1

Composition Course for International Students ONLY
This intensive writing lab is designed to supplement ENGL 1511, with a focus on grammar and sentence-level structures that will help students full develop paragraphs and essays. This lab meets one hour per week. Enrollment is determined by ONU Writing Placement Exam, administered during International Student Orientation. ENGL 1511 must be taken concurrently. Students must earn a C or better in this course to advance to ENGL 1321 and 1521.

Corequisite(s): ENGL 1511. *1 credit*

ENGL 1321 – College Composition Lab 2

Composition Course for International Students ONLY
This intensive writing lab is designed to supplement ENGL 1521, with additional support for academic writing, documenting sources, and research writing. This lab meets one hour per week. Enrollment is determined by ONU Writing Placement Exam administered during International Student Orientation. Those required to enroll in ENGL 1321 must take ENGL 1521 during the same semester in order to satisfy the general education first-year writing requirement. Prerequisite(s): ENGL 1311 and ENGL 1511 Minimum Grade of C. Corequisite(s): ENGL 1521 *1 credit*

Students admitted to a degree program are usually enrolled in the ISTP for two semesters. In addition to ISTP and ENGL courses, a student has an opportunity to enroll in a general education course or courses in their major. These courses are selected in consultation with advisors in the student’s major.

ISTP Schedule

The following table shows the enrollment of an ISTP student at ONU. See the website or your Curricular Plan from your advisor for a full description of your ISTP course work.

<u>ISTP 1</u> (1 st semester)	<u>ISTP 2</u> (2 nd semester)
ISTP 1111	ISTP 1211
ISTP 1131	ISTP 1231
ENGL 1511 with or without ENGL 1311	ENGL 1521 with or without ENGL 1321
General Education or Degree Course chosen by the ISTP	General Education or Degree Course*

*A student may choose to enroll in a general education or degree course earning credit towards graduation. Two courses are permitted if a student has earned a GPA of 3.5 in the first ISTP semester.

ISTP PROFICIENCY SCALE*

By the end of the program, a student must achieve the following (in combination with a TOEFL ITP score of <500) in order to be considered proficient in the English language:

	Listening & Speaking	Reading & Vocabulary
Semester 1	Use pre-listening information to activate prior knowledge. Takes notes on and identify main ideas in classroom lectures. Participate in group discussions. Use and interpret non-verbal cues. Master distinguishing and producing vowel and consonant sounds.	Achieve reading speed of 120 words per minute at 70% comprehension rate. Employ pre-reading strategies. Discuss and demonstrate understanding of multiple texts. Recognize and define words from sublists 1-5 of the Academic Word List.

Semester 2	Follow academic oral instructions. Identify specific details from extensive lectures. Apply advanced note taking strategies. Lead and participate in note taking strategies. Create and deliver academic presentations. Use stress and intonation to improve communication.	Achieve reading speed of 200 words per minute at 60% comprehension rate. Demonstrate understanding of main ideas of authentic academic texts. Infer meaning of unknown academic words using context clues. Recognize and define words from sublists 6-10 of the Academic Word List.
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*A student may be considered proficient in the English language by achieving a 550 on the TOEFL ITP after completing Semester 1.

REGISTRATION

Course Registration

Upon a student's entrance into the university, an academic advisor in the department of the student's major completes the course registration for the ISTP student. ISTP students are registered for two Transition Program courses (ISTP), a College Composition course (ENGL 1511 or 1521 and if so placed ENGL 1311 and 1321), and at least one additional academic course. Additional tutoring is required and scheduled.

Early Registration

During the tenth week of the semester, early registration begins. Based on academic level, enrolled students are assigned a "window" or specific period of time in which they may register for classes. Scheduling an appointment with their advisors at least one week in advance of the "window", students should plan their courses for the next semester. Depending on the college and the advisor, students should either register or make certain that their advisor registers them for their courses during the specified time period.

Late Registration

In certain situations, students may need to register for classes during the late registration period. This period is the few days before the semester begins or on the morning of the first day of classes. NOTE: Some desired courses may no longer be available at this late registration period.

Prerequisites and Co-requisites

A student cannot register for a course with a prerequisite unless the prerequisite course(s) has already been passed. For example, ENGL 1521 has a prerequisite of ENGL 1511. Students must first pass the ENGL 1511 course before enrolling in ENGL 1521.

A student must remain enrolled in both courses when a co-requisite is listed. For example, students must be enrolled in an English Composition course (ENGL 1511, or 1521) when enrolled in ISTP (ISTP) courses, and students must be enrolled in ENGL 1311 while enrolled in ENGL 1511.

No student may register for a 3000 level class prior to successful completion of the ISTP. No student may take more than one course in the major without the permission of the English Department Chair and a past semester GPA of 3.5.

Adding a class

After students have registered for courses, they may add an additional course until the “last day to ADD a class or section” usually after the first week of the semester or term. See Academic Calendar found on the Academic Affairs page of the ONU web site at http://www.onu.edu/academics/academic_affairs/semester_calendar_and_schedule for exact dates each semester. In practice, students most often take advantage of this opportunity when dropping another class (see drop requirements). NOTE: Students may not attend more than one class meeting of a course before they register for the course.

Dropping a class

Students in the International Scholar Transition Program may not drop any ISTP or ENGL 1511, 1521, 1311 or 1321 course.

Students may not withdraw from a course without the approval of their academic advisor and the English Department Chair. ISTP and ENGL courses may not be dropped.

For approximately the first three weeks of a semester, a student may withdraw from a course without a “W” until the “*beginning of the ‘W’ period for withdrawals.*” In this case, the student transcript will show no record of the course.

When a student withdraws from a course approximately between the third and twelfth weeks of the semester until the “*last day to withdraw ‘W’ from a class,*” the student’s transcript will display a “W” for the course. The registrar records the “W”. Instructors are not responsible to enter the “W” when submitting grades.

NOTE: International students holding an F1 visa and some international students on scholarship must maintain a minimum number of courses. For example, F1 visa holders must continually be enrolled in a minimum of 12 credit hours, and some ISTP students on scholarship must maintain enrollment in a minimum number of classes beyond the ISTP courses.

See Academic Calendar found on the Academic Affairs page of the ONU web site at http://www.onu.edu/academics/academic_affairs/semester_calendar_and_schedule for exact dates in each semester. See “Withdrawal Information” on the Registrar’s website

at http://www.onu.edu/administration/registrar_office/registration/registration_info/withdrawal_information for official and exact information.

ALSO NOTE that dropping a required course means that ISTP requirements have not been met and the student will continue in ISTP until all required courses are completed successfully.

Holds

If a student owes money to the university, the Controller’s Office will place a hold on that student’s registration. This means that the student cannot register for courses until after the hold is lifted (i.e. the payment is received by the Controller). ***The student must immediately resolve the issue so that the registration process can be completed.***

Holds are often placed on student accounts for the following reasons:

- not paying a previous term's tuition
- not paying housing
- not paying meal plans
- not paying fines (i.e. overdue library books, parking tickets, etc.)
- not having the current guarantee of payment sent to the university

If you cannot register, visit the controller's office immediately in Lehr Memorial 100 to see if and why you have a hold placed on your account.

Complete Withdrawal

If a student wants to withdraw from all courses, the student must do this through the student's advisor. The student will need to get the following signatures:

- advisor's signature
- dean's signature
- office of residential life signature
- controller's office signature

In addition to these signatures, students must contact the PDSO in the Academic Affairs Office.

Dr. Lynda Nyce
Lehr Memorial 206
Phone: 419-772-2542
Fax: 419-772-1932
E-mail: l-nyce@onu.edu

The student must submit the signed form to the registrar's office. ***Not going to class is not counted as a withdrawal.*** If a student does not fill out the proper paperwork for withdrawal, the student's record will show failing grades for each course. See "Withdrawal Information" on the Registrar's website at http://www.onu.edu/administration/registrar_office/registration/registration_info/withdrawal_information for exact information.

NOTE: If international students completely withdraw from classes, they must either immediately receive transfer status in another university to update their visa status, or they will have their visa revoked and be forced to immediately return to their home country. If in doubt, contact the PDSO office.

Reimbursement of Tuition Fees

If a student withdraws from class on or before the first day of class in the semester, the student will be refunded 100% of the tuition, room and meal plan that had been paid in advance.

If a student withdraws from classes after 60% (approximately the ninth or tenth week) of the semester has been completed, the student will not receive a refund.

If a student withdraws from class between the first day of class in the semester and before 60% of the semester has been completed, the student will receive a partial refund of tuition, room and meal plan according to the number of days the student was enrolled in the university.

See page 24 of the ONU Student Handbook for official information about fee reimbursement.

PLACEMENT PROCEDURES AND TESTS

International Scholar Transition Program students are fully admitted to university study and beginning academic course work. Applicants to the program must have an iBT (TOEFL) score 50 or above or an IELTS score greater than 5.0. Section scores for each test must be in similar ranges. The Transition program is generally one year of study (three semesters maximum) and ISTP students complete 12-15 credits in their degree program. Completion of ISTP includes passing ISTP courses and a score of 62 on the iBT or 500 on the ITP (Institutional TOEFL).

Students who have been admitted to a degree program and have an iBT score between 50 and 78, with subscores in the same range, or an IELTS score of 5.0 and no sub-score below 4.5 are placed into the ISTP. All students placed into the ISTP are expected to successfully complete two semesters before enrolling full time in courses required by his or her academic major.

Students who study in ONU's Intensive English Program and wish to enter the ISTP are expected to successfully pass the IEP's level 5. Students who must maintain full time studies in English language will take courses in the ISTP while continuing in the Intensive English Program.

COURSE PLACEMENT APPEAL PROCEDURE

ISTP students may not appeal their placement in the ISTP sequence or Composition sequence. Composition placement is based on a student's score on the writing placement exam. International students for whom English is not their native language must complete the College Composition course sequence (ENGL 1511 and 1521 with or without Composition Labs 1311 and ENGL 1321) based on results of the ONU Writing Placement Exam administered during International Student Orientation. Requirements may vary by college.

TOEFL SCORES AND ISTP TRANSCRIPTS

ISTP student transcripts always carry the last highest ITP score earned while in the program. There are several reasons for this: First, the students' major advisors need to understand you are in both English and academic studies at the same time and therefore they should be cautious about the courses to which they assign you. Also, if you decide to transfer to another university, they too need to be advised about your skills in English since you have not yet met English requirements for full admission here.

When you complete ISTP study, the TOEFL score no longer shows on the university transcripts. Students who successfully waive completion of ISTP without completing the program have the TOEFL score reporting continued for one full semester as an aid to advising.

GRADES

An ISTP student is a fully matriculated student and is subject to ONU policies and procedures. Many of these policies are reproduced below from the ONU Student Handbook which can be located at:

http://www.onu.edu/student_life/student_conduct/student_handbook

Grades

For each course, a student's grade is determined by the work assigned by the teacher. After a score is earned, a student receives a letter grade. In most courses the following grade pattern is used. But always read your instructors' syllabi closely; some professors adopt a more restrictive percentage to letter grade scale.

Percent	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Grade Appeal Procedure

ONU Grade Appeal Procedure

1. A student has the right to appeal a final course grade which the student feels is unfairly or erroneously assigned. The student must first discuss the grade with the faculty member(s) who assigned the grade no later than the fifth (5th)/second (2nd) **class day after the final grade for the course was assigned/posted. If the student is still convinced that the grade is an unfair evaluation of the student's performance in the course, the student may appeal the grade. The appeal must be made in writing within two (2) class days to the Executive Director. A response will be provided to the student within two (2) class days. If the matter has not been resolved by the department chair to the student's satisfaction, the student must appeal within two (2) days to the dean of the college in which the course is offered. Upon receipt of the written appeal, the dean will inform the Grade Appeals Committee that a grade appeal procedure has been initiated.
2. The Grade Appeals Committee shall be elected in each college at the beginning of each Academic year and shall be composed of the following members: Four faculty members of the College, one Student Senate member of the College, one person selected from the Faculty or student body by the appealing student, and one Faculty member from the department involved or college where no departments exist.
3. Grade appeals shall be handled only by the college in which the course is offered. The committee will review the written statements of the student and information supplied by the faculty member, chair and dean, determine if the grade was assigned unfairly or erroneously and make a recommendations to the faculty member within four(4)/two (2) class**days. All discussions and written statements concerning the circumstances of the grade appeal are to be kept confidential by all of the persons involved in the appeals process. Notice of the appeal and the action taken need not be treated confidentially.
4. The faculty member has the sole responsibility to determine the final grade for the course. The department chair, dean or the Grade Appeals Committee may only make recommendations to the faculty member. The faculty member must inform the student of his/her decision relative to the recommendation of the Grade Appeals Committee within two (2) class days. In the event that the faculty member does not follow

the recommendation of the Grade Appeals Committee, the Grade Appeals Committee shall issue a letter to the student giving the findings of the Grade Appeals Committee. The Registrar shall place the letter issued by the Committee in the student's permanent records file, and make publicly available at the written request of the affected student.

5. The student has the responsibility to promptly initiate the appeals procedure at each step so that any appeal requested be completed within the timeframe set forth above.

6. This procedure does not apply to the College of Law.

**time periods apply to the College of Pharmacy module courses.

GPA and Advancement

In order to pass ISTP and ENGL courses, a student must earn a 2.0 (C) in each course. If a student receives less than a 2.0 (C) in a course, the course must be repeated. In order to pass out of ISTP, students must complete all required coursework (ISTP, ENGL, and academic coursework taken while in ISTP).

Probation and Suspension

At the end of each semester or summer term, the academic standing of each student enrolled in the University is determined according to the following standards:

Good Academic Standing denotes students who meet the minimum standards of a 2.00 accumulative grade point average as calculated on the basis used by their College.

Academic Probation describes students who fall below the minimum standards of a 2.00 accumulative grade point average as calculated on the basis used by their College for the current term.

Continued Academic Probation denotes students who were on Probation during the previous term enrolled.

Undergraduate students currently on **Academic Probation** or **Continued Academic Probation**, whose grade point averages for the semester are below 2.00, are reviewed by the appropriate committees in their Colleges. The Committee will determine whether these students are permitted to continue at the University. In the alternative, the Committee may recommend: **Academic Suspension** during which a student is ineligible to continue in the University for a specified period of time; or,

Academic Dismissal which prohibits the student from continuing to attend the University.

ACADEMIC ADVISING

Academic Advising in the ISTP is done the appropriate advisor in the department of the student's major, in consultation with by the English Department Chair.

Students are assigned to ISTP and College Composition courses by the English Department Chair, based on test and placement scores. Students are assigned to core and major courses by the academic advisor in their major. Subsequent to initial enrollment, changes to the student's program is made by the English Department Chair in

communication with the major advisor.

NOTE: Students cannot enroll in 3000 course work or above before completing the ISTP.

COMPLETING AND GRADUATING FROM ISTP

Students enroll in the ISTP for a minimum of two semesters and not more than three, unless they earlier meet the established ONU minimum English language proficiency requirements (iBT 79; IELTS 6.0 with no subscore below 5.5).

Students who 1) remain in the ISTP for a full academic year, 2) earn satisfactory grades (C or better) in all ISTP and regular academic courses, and 3) demonstrate increased proficiency by earning a score over 500 on the Institutional TOEFL (ITP) with no sub scores below 50 are eligible for full time academic study.

In order to pass ISTP and ENGL courses, a student must earn a 2.0 (C) in each course. If a student receives less than a 2.0 (C) in a course, the course will be repeated.

To graduate early from the ISTP, students must earn grades of C or higher in all ISTP and academic course(s) and demonstrate achievement of the minimum English proficiency required by ONU for full regular admission (79 on the iBT or equivalent on other recognized assessments: 550 or better on the Institutional TOEFL (ITP) with no sub scores below 55, or 6.0 on the IELTS with no sub score less than 5.5).

If a student takes an official TOEFL or IELTS exam at any point while enrolled in ISTP and earns a score that meets ONU's English language requirement for full academic study, the student must still satisfactorily complete the ISTP courses (C or better) before entering full time regular academic study the following semester. Failure to complete ISTP coursework will result in failing grades reported on the transcript.

Completion of ISTP by waiver

ISTP students who complete all coursework successfully with a GPA of 3.5 and no grade below a C, and who presents an ITP test score in the 480-500 range may petition the College Dean's Office (in the major) and the English Department Chair for release from ISTP at the end of two semesters. If the waiver is granted, the student moves directly into studies in the major with continued support from English Language Programs in the nature of optional coursework, tutoring, or some other form as available. If the waiver is not granted, the student has one additional semester of ISTP to pass the necessary coursework and take the required number of hours within ISTP.

ISTP students who complete two semesters of ISTP with a passing TOEFL score of 500 (ITP), but are not successful in all ISTP or academic courses during that period, or who have a program GPA less than 2.0 may petition the College Dean's Office (in the major) and the English Department Chair for release from ISTP at the end of two semesters. If the waiver is granted, the student moves directly into studies in the major with continued support from English Language Programs in the nature of optional coursework, tutoring, or some other form as available. If the waiver is not granted, the student has one additional semester of ISTP to pass

the necessary coursework and take the required number of hours within ISTP.

Waiver of Completion Requirement for ISTP

ISTP students are limited to three semesters to successfully complete ISTP studies. At the end of three semesters, if the student has failed to complete ISTP, they may petition the College Dean's Office (in the major) and the English Department Chair for release from ISTP completion. If a waiver is granted by the Dean in the college of the student's major, the student moves directly into studies in the major without completing ISTP but with continued support from English Language Programs in the nature of optional coursework, tutoring, or some other form as available. If the waiver is not granted, the student transfers from ONU to another institution.

POLICIES OF THE INTERNATIONAL SCHOLAR TRANSITION PROGRAM

Attendance Policy

Absences from class do not lower the course final grade. However, absences may result in missing important practice, instruction, or assignments with the result of lower grades. For example, if an exam is missed, that earned "0" lowers the final course grade. If instruction or practice is missed, a student may not perform as well on tests.

According to university policy (see ONU Student Handbook), students are required to attend every class meeting. In order to improve their command of the English language, it is imperative for ISTP students to attend every class meeting. When other university professors or officials ask to schedule a meeting, they understand that students are not expected to meet with them during the time of another regularly scheduled class. Therefore, do not schedule meetings with advisors or visit office hours because it seems like the only time to meet with another professor is during class time.

Absences

In the event of an absence, students must notify the instructor prior to the absence (i.e. email the instructor before the class meeting time). If not, missed assessments (including work to be turned in) will be scored as "0". Students who miss class for sickness should visit the Student Health Center (or other medical facility) to be evaluated. When students miss a class, they must make arrangements for submission/accomplishment of assignments or assessments prior to the subsequent class period. The student remains responsible for any and all material distributed or information disseminated during the missed class. Any assessment due in the class following the absence is the student's responsibility and must be submitted/accomplished on the class due date. Otherwise, the student will earn a score of "0" on the assessment.

University Sanctioned Activities

Absence from class in connection with a university-sanctioned activity, such as participation in an ONU sport or ONU class field trip, may also be excused if approved in advance by the instructor. The student's responsible

coach, advisor or instructor must notify the ISTP course instructor prior to the activity. The student must also notify their ISTP instructor and turn in assignments prior to the absence for a sanctioned activity. The student is responsible for any and all material distributed or information disseminated during the missed class. Any assessment due in the class following the absence is the student's responsibility and must be submitted/accomplished on the class due date. Otherwise, the student will earn a score of "0" on the assessment.

Academic Honesty and Plagiarism Policy

Students are expected to understand and comply with the academic honesty policy of ONU as stated in Appendix C: Code of Student Academic Conduct in the *Student Handbook*. Students who violate this policy will be subject to disciplinary action; *penalties will include failing the assignment and may include failing the course.* Plagiarism is reported to the Dean's office. In some cases, if a student violates the university standards for ethical conduct, he or she may be suspended or expelled from the university. For international students, suspension or expulsion may then result in the revocation of the student's visa and deportation from the United States.

Classroom Policies

Instructors are responsible for managing the classroom and implementing policies that students are expected to follow. Each individual instructor may include policies in the course syllabus that is distributed during the first week of class.

Some policies that an instructor may implement could be policies regarding cell phones, talking during a quiz or test, or the use of an electronic dictionary. Be sure to read each syllabus you receive carefully because each instructor may have the different classroom policies.

Policy on the Use of Cell Phones and other Electronic Devices in Class

The use of cell phones and other electronic communication devices (including computers, social media and internet access, mp3 players and the like) is not allowed without the instructor's expressed permission for particular instructional tasks. On the third warning, instructors are authorized to collect devices from students for the period of the class.

SECTION 2: THE INTENSIVE ENGLISH PROGRAM**

*** Students in the Intensive English Program are conditionally admitted to a university degree program and are enrolled in English-only course work. The program consists of 5 levels and a student places initially into the level appropriate to his or her skill. Degree students [or students entering degree programs] begin the International Scholar Transition Program upon successful completion of level 5 unless they present a test score allowing full admission to the university program.*

***Students who must maintain full time study in an English program before moving to academic studies remain in the IEP but take advanced course work at the ISTP level and cannot take academic course work.*

COURSES

The IEP at ONU has five levels of language instruction. At each level, there are five core courses in speaking, listening, reading, writing and grammar. At certain levels, specialized courses may be taken. Below is a list of courses available at each level.

Level 1 *EAP 0111 Listening/ Speaking*

Beginning level students are introduced to simple language and essential contexts in which they are equipped with the basic information necessary for them to survive in the English speaking culture of America. The students not only learn vocabulary and stock phrases, but they additionally participate in contexts where language is necessary. Students gain confidence with the English language as they are encouraged to interact in the English speaking culture. *4 credits*

EAP 0131 Reading

Beginning level students are introduced to simple language and essential contexts in which they are equipped with the basic information necessary for them to survive in the English reading culture of America. The students not only learn vocabulary and stock phrases, but they additionally participate in contexts where written language is necessary, such as classroom instruction. Additionally, introduction to interpretation of schedules, charts and graphs will be instructed. By the end of the term, students gain confidence with the English language by developing their foundational reading strategies and survival vocabulary. *2 credits*

EAP 0141 Writing

This beginner-level course emphasizes fundamental writing skills including application of alphabet, spelling, and simple sentence structure. Knowledge of compound sentences will be introduced as well as introduction to punctuation. *2 credits*

EAP 0151 Grammar

This beginner grammar course enhances a student's grammatical knowledge of the simple present, BE-verb, parts of speech, subject/object pronouns, article forms, and modals of ability. Students will identify the form of simple past, present progressive, future verbs, and quantity expressions. Generalizations and measurement words will be introduced. This course parallels to other skill areas of the same level to promote communicative usage of grammar. *2 credits*

Level 2 *EAP 0211 Listening*

This high beginning course requires proficiency in discriminating sounds within words and words within phrases. Students master understanding and responding to simple questions, directions and classroom instructions. They are introduced to stress, rhythm and intonation as markers of meaning by listening to common dialogues in university and social contexts, and learn to identify main ideas and details. *2 credits*

EAP 0221 Speaking

This high-beginning speaking course requires proficiency in basic sounds structures and sound/letter correspondences, cardinal and ordinal enumerating and stock phrases for greetings and leavings, basic campus encounters such as library, registration and asking for clarification. Students will review campus interchanges such as buying books and asking about time and questions in university and social contexts. The basics of public speaking will be introduced, as will communicate main ideas, expressing opinions and giving directions. Students will practice intonation patterns and rhythm and blending in speech. *2 credits*

EAP 0231 Reading

This high beginner level course requires students to be able to read basic classroom instructions, common stock phrases, and read basic charts and schedules. Students will be introduced to reading strategies such as, skimming and scanning, and to different language-learning resources. Students are expected to read extensively. Students will

participate in regular timed-readings. By the end of the term, students will be able to increase reading speed and understand and recognize expanded vocabulary. *2 credits*

EAP 0241 Writing

This high beginner level course requires students to be able to compose simple sentences and basic survival writing tasks. Students will be introduced to the writing process as well as organize basic information into paragraphs. Students are expected to connect ideas in writing to create cohesion while mastering simple, compound and complex sentence structures. Students will participate in regular timed-writings and practice revision and editing strategies. By the end of the term, students will be able to apply basic formatting to paragraphs. Submission of a one-typed paragraph and one-hand written paragraph is expected for student file. *2 credits*

EAP 0251 Grammar

This high-beginner grammar course requires proficiency in the simple present, BE-verb, parts of speech, subject/object pronouns, article forms, and modals of ability. This course enhances a student's grammatical knowledge of verb tense, modals and simple sentence structure. Simple past, present progressive and future verbs will be introduced, as well as IF-clauses for the future, compound sentences, quantity expressions, possessives and imperatives. This course parallels to other skill areas of the same level to promote communicative usage of grammar. *2 credits*

Level 3

EAP 0311 Listening

This low intermediate course requires proficiency in understanding and responding to simple questions, directions and classroom instructions. Students master basic suffix pronunciation, such as –s and –ed endings and expand the ability to distinguish main ideas and details from lectures as well as knowledge of stress, rhythm and intonation patterns. Students are introduced to discriminating between formal and informal language use, making predictions and inferring intent in listening. *2 credits*

EAP 0321 Speaking

This low-intermediate course requires proficiency in basic campus interchanges and interacting in university and social contexts. The course will expand the students' ability to interact in social and academic settings, including class presentations using visual aids. Students will practice signaling main ideas in a presentation, main supporting ideas, and summarizing and telling about an experience. Students will be introduced to classroom discussion models and will practice discussion strategies in class. They will master production of plural and past endings of nouns and verbs. *2 credits*

EAP 0331 Reading

This low intermediate level course requires students to be able to skim and scan reading text for main ideas and targeted information. Students will be introduced to varying rhetorical styles and vocabulary skills needed to infer meaning of confusing words. Introduction to appropriate text selection will be instructed. Students are expected to apply reading strategies to intensive and extensive reading. Students will participate in regular timed-readings. By the end of the term, students will be able to increase reading speed and apply vocabulary. *2 credits*EAP

0341 Writing

This low intermediate level course requires students to be able to organize information into paragraphs while practicing the steps of the writing process. Students completing this course will examine and compose four varying rhetoric styles. Students will participate in regular timed-writings. This course will focus on revision and editing strategies and fluency in writing. Students will mastery paragraph writing and will submit a one-typed paragraph and one-hand written paragraph is expected for student file. *2 credits*

EAP 0351 Grammar

This low intermediate level course requires students to have proficiency in simple past, modals of advice, request and permission, parts of speech with respect to adverbs and adjectives, and coordinating conjunctions in compound sentences. This course enhances a student's grammatical knowledge of the differences between similar verb forms, modals, compound sentences, and articles. The transitivity of phrasal verbs, gerunds and infinitives, present perfect and irregular past participles will be introduced as well as the comparative and superlative structures. This course

parallels to other skill areas of the same level to promote communicative usage of grammar. *2 credits*

Level 4 *EAP 0411 Listening*

This intermediate course requires proficiency in distinguishing main ideas and details from lectures, recognizing the organization of short academic lectures, and pronunciation of basic suffixes. Students will master distinguishing main from supporting ideas in lectures, and recognizing organization markers for important ideas, and will be introduced to presentation and small group discussion participation, evaluation of body language and speakers' intent. Students practice outlining, using common symbols to facilitate note-taking and learn to distinguish fact from opinion. *2 credits*

EAP 0421 Speaking

This intermediate course requires proficiency in basic communications and communicating main and supporting ideas in formal presentations and summarizing experiences. Students will review presentation methodologies and develop the ability to make longer and more extensive presentations, with supporting visuals and handouts and will review discussion formats while developing the ability to give feedback and reach consensus on an issue. Students will be introduced to interviewing and reporting techniques and will enhance their ability to use stress to signal focus words, important phrases and distinguish homonyms with different stress patterns. *2 credits*

EAP 0431 Reading

This intermediate level course requires students to be able to not only skim and scan reading text for main ideas and details, but also for development, purpose, and importance. Students will be introduced to different academic rhetorical styles as well as expand vocabulary using learned skills. Mastery of dictionary and thesaurus are stressed in this level. Students are expected to apply reading strategies to intensive and extensive reading. Students will participate in regular timed-readings. By the end of the term, students will be able to increase reading speed and apply vocabulary learned by way of study of stems and affixes. *2 credits*

EAP 0441 Writing

This intermediate level course requires students to be able to compose a paragraph and demonstrate a fluency in writing. This course will introduce students to three body essay writing by exposing students to varying model essays. Students will apply writing techniques, practice revision and editing strategies, and apply formatting to essays. Students are introduced to research practice and will be able to identify reliable sources. Students will participate in regular timed-writings. Students completing this term will submit a one-typed 3 body essay and one-hand written 3 body essay for student file. *2 credits*

EAP 0451 Grammar

This intermediate level course requires students to have proficiency in simple and compound sentences, past participles, present perfect, modals of desire and preference, and transitive and intransitive phrasal verbs. This course enhances a student's grammatical knowledge of phrasal verbs, modals, gerunds and infinitives. Passive voice, adjective and adverb clauses in complex sentences and past perfect will be introduced. This course parallels to other skill areas of the same level to promote communicative usage of grammar. *2 credits*

Level 5 *EAP 0511 Listening*

This high intermediate course requires proficiency in distinguishing main from supporting ideas in lectures, and recognizing organization markers for important ideas. Students will develop the ability to understand and outline short academic lectures, distinguish topics, subtopics and supporting structures, and gain mastery of non-verbal and pronunciation/intonation markers that signal important information. They will learn to evaluate peer presentations and discussions and be introduced to debates. *2 credits*

EAP 0521 Speaking

This high-intermediate course helps students improve fluency in spoken English. It requires proficiency in presentation and discussion skills and in communicating important and supporting ideas. Students will practice longer presentations and interviews and develop feedback models both for self-evaluation and for evaluation of others' presentations. Students will be introduced to debate models and practice debating in class, with focus on expressing

disagreement and supporting claims. *2 credits*

EAP 0531 Reading

This high intermediate class requires students to be able to apply learned reading and vocabulary strategies for further academic preparation and readiness. Students will be introduced to academic journals and online scholarly publication. Additionally, students will be introduced to understanding author's tone and purpose. Students will also participate in regular timed readings with comprehension questions. By the end of the term, students will be able to demonstrate a mastery of reading skills and be familiar with academic genres. *2 credits*

EAP 0541 Writing

This high intermediate level course requires students to be able to compose a three-body essay and demonstrate a fluency in writing. Students will connect ideas in writing while applying steps of the writing process, editing strategies, and basic formatting to essays. Students will be introduced to a five body paragraph writing with a mastery of introduction, body, and concluding paragraphs. Students will be able to incorporate research practices into four varying rhetoric styles. Students completing this term will participate in regular timed writings and submit one-typed five body essay and one-hand written five body essay. *2 credits*

EAP 0551 Grammar

This high intermediate level course requires students to have proficiency in present and past perfect, active and passive voice, modals of logic, conclusion, suggestion and lack of necessity, gerunds and infinitives, and complex sentences. This course enhances a student's grammatical knowledge of noun clauses in complex sentence, gerunds, infinitives and phrasal verbs. Perfect progressive, future perfect and IF-conditionals will be introduced. This course parallels to other skill areas of the same level to promote communicative usage of grammar. *2 credit*

Special Topics and Electives

At each level, students may be enrolled in a Special Topics course. Special Topics courses are designated as EAP 0191, 0291, 0391, 0491, 0591 and vary in topic at each level and from term to term. Electives are designated as EAP 0161, 0261, 0361, 0461, 0471, 0481, 0571, and 0581. Some special topics and electives courses are listed here.

Orthography

This beginner writing and reading course focuses on the mechanics of English text. The course helps students master the English alphabetic system, with block and cursive writing styles. It also assists in mastery of left to right text production and visual paragraph identity. Reading preparation facilitates rapid letter, number and word recognition through a process defined as "reading fluency." *2 credits*

Pronunciation

This class is designed to improve the pronunciation and overall communicative effectiveness of students in a variety of methods. There will be basic pronunciation feature for intensive study and practice in: oral communication, speech communication, and listening comprehension. This course will focus on the correct pronunciation of segmentals, individual consonants, vowels and vowel pairs, and the importance of the suprasegmentals in second language pronunciation strategies. *2 credits*

Orientation

In this beginning language course, students will not only be introduced to the campus and the community, but they will also be familiarized with essential codes of conduct and regulations so that they can appropriately interact in this campus setting and the community. They will apply language learned in other courses to their interactions. They will be able to locate important campus offices as well as necessary community services. They will compare and contrast the US university expectations with that of their home countries. *2 credits*

American Culture

This course will focus on developing a better understanding about American culture and also increase awareness of ones' identity

within American Culture. Readings about distinct aspects of American Culture will be included and enhanced by group discussions. There will be weekly labs in which students are required to do field work in observing American Culture from a firsthand perspective. The culminating project will be a presentation in which the students will present to various faculty and staff members. *2 credits*

Testing Strategies

Provides practice in exercises encountered on the TOEFL, IELTS, MELICET and similar language assessment tests. Test strategies are useful not only for the proficiency test but also for success in academic courses. Students become familiar with common topics covered on the tests. Practice test portions and entire practice tests are administered and progress recorded. May be taken up to three times with outcomes appropriate to language skills. *2 credits*

Intermediate Integrated Skills

This intermediate level course requires students to be able to utilize all of the major skills, reading, writing, listening, and speaking within a single setting and theme. Students are expected to utilize knowledge of grammar to edit and revise written work and learn strategies to continue language development through academic classes. Students are expected to work with authentic materials such as articles, podcasts, newscasts, documentaries or interviews. By the end of the term, students will be able to give thoughtful responses in writing and through discussion or presentation to the ideas presented in the authentic materials. *2 credits*

High-intermediate Integrated Skills

This high-intermediate level course requires students to be able to utilize all of the major skills, reading, writing, listening, and speaking within a single setting and theme. Students are expected to utilize knowledge of grammar to edit and revise written work and learn strategies to continue language development through academic classes. Students are expected to work with authentic materials such as articles, podcasts, newscasts, documentaries or interviews. By the end of the term, students will be able to give thoughtful responses in writing and through discussion or presentation to the ideas presented in the authentic materials. *2 credits*

Content Based Instruction

This intermediate level course integrates the learning of language skills with the mastery of academic content in a specific area of study. Students use the study of an academic, often core content or major area of study, to increase vocabulary, knowledge of language use in classroom settings, and interactive language skills. Language skill enhancement occurs through note-taking, dialogue, presentation skills, test-taking and the writing of academic papers. At Level 4, the coursework must be applicable or adaptable to the language skills outlined in the skill-based courses at this level. Topics or content area taught will vary each time the course is offered. *2 credits*

Content Based Instruction

This high intermediate level course integrates the learning of language skills with the mastery of academic content in a specific area of study. Students use the study of an academic, often core content or major area of study to increase vocabulary, knowledge of language use in classroom settings, and interactive language skills. Language skill enhancement occurs through note-taking, dialogue, presentation skills, test-taking and the writing of academic papers. At Level 5, the coursework must be applicable or adaptable to the language skills outlined in the skill-based courses at this level. Topics or content area taught will vary each time the course is offered. At Level 5, the course is frequently taught using a content area instructor with support from an ELP instructor. *2 credits*

IEP Proficiency Scale

By the end of each level, a student must achieve the following in order to be considered proficient in that level:

	Reading	Writing	Speaking	Listening	Grammar
Level 1 Beginner	Develop foundational reading strategies accompanied by a repertoire of survival vocabulary.	Master fundamental writing skills in order to apply the alphabet, spelling and simple sentence structure to effectively complete basic writing tasks.	Recognize and demonstrate competence with simple language used in essential contexts in order to survive in the oral English language culture of the United States. Demonstrate knowledge of the campus and community as well as an understanding of codes of conduct and regulations. <i>*Speaking/Listening are integrated at L1.</i>		Demonstrate proficiency in the use of fundamental grammar.
Level 2 High Beginner	Utilize basic reading skills such as skimming and scanning. Use expanded vocabulary that includes terminology essential to classroom participation.	Master compound and complex sentences to create cohesion in writing.	Demonstrate proficiency in basic pronunciation skills such as sound structures and sound/letter correspondences. Use language in various interactive campus contexts such as library and bookstore exchanges and classroom participation.	Understand and respond to simple questions, directions and classroom instructions. Understand main ideas and details of stories and conversations.	Use fundamental grammar as well as demonstrating ability to use multiple verb tenses to express time.
Level 3 Low Intermediate	Demonstrate enhanced vocabulary skills and apply mastered reading strategies to intensive and extensive reading.	Utilize the writing process and organize information into paragraphs.	Organize oral presentations incorporating visual aids as well as produce stress, rhythm and intonation in oral production.	Demonstrate the ability to distinguish main ideas and details from lectures as well as knowledge of stress, rhythm and intonation patterns.	Demonstrate knowledge of the difference between similar verb forms, modals, compound sentences, and articles.

Level 4 Intermediate	Utilize higher level reading strategies and master the dictionary and thesaurus.	Utilize the writing process and compose a 3 paragraph essay.	Participate in academic group discussions and prepare lengthier oral presentations accompanied by effective visual aids.	Distinguish main ideas and details in academically focused listening material.	Use more difficult grammatical structures such as perfect aspect and passive voice as well as selecting gerund vs. infinitive in the appropriate context.
Level 5 High Intermediate	Read academic publications by utilizing reading and vocabulary strategies.	Compose 5 paragraph essay including scholarly publications as evidence for main ideas.	Produce much lengthier oral presentations, conduct interviews and participate in group debate.	Comprehend academic lectures as well as analyze the structure of said lecture.	Demonstrate use of noun clauses, gerunds, and infinitives as well as a working knowledge of perfect progressive, future perfect and IF-conditionals.

REGISTRATION

Intensive English Program (IEP) students may not register for courses other than those designated EAP (or ISTP at advanced levels). Based on placement tests and/or successful completion of previous levels, the IEP director completes the registration for IEP students in consultation with the IEP student.

Holds

If a student owes money to the university, the Controller's Office will place a hold on that student's registration. This means that the student cannot register for courses until after the hold is lifted (i.e. the payment is received by the Controller). ***The student must immediately resolve the issue so that the registration process can be completed.***

Holds are often placed on student accounts for the following reasons:

- not paying a previous term's tuition
- not paying housing
- not paying meal plans
- not paying fines (i.e. overdue library books, parking tickets, etc.)
- not having the current guarantee of payment sent to the university

If the English Department Chair cannot complete your registration, visit the controller's office immediately in Lehr Memorial 100 to see if and why you have a hold placed on your account.

Dropping a class

If students are not on an F1 visa, they may **withdraw** from a course. If students are conditionally admitted to the university and enrolled full-time in the IEP, they may not withdraw from an IEP course.

For the first week of an IEP term, a student may withdraw from a course without a "W". In this case, the student transcript will show no record of the course.

When a student withdraws from a course during the second through fifth weeks of the term, the student's transcript will display a "W" for the course(s).

Complete Withdrawal

If a student wants to withdraw from all courses, the student must do this through the English Department Chair. The student will need to get the following signatures:

- English Department Chair's signature
- Dean's signature
- Office of Residence Life signature
- Controller's Office signature

In addition to these signatures, students must contact the PDSO in the Academic Affairs Office.

Dr. Lynda Nyce
Lehr Memorial 206
Phone: 419-772-2542
Fax: 419-772-1932
E-mail: l-nyce@onu.edu

The student must submit the signed form to the registrar's office.

Not going to class is not counted as a withdrawal. If a student does not fill out the proper paperwork for withdrawal, the student's record will show failing grades for each course.

See "Withdrawal Information" on the Registrar's website at [http://www.onu.edu/administration/registrar's office/registration/registration_info/withdrawal_information](http://www.onu.edu/administration/registrar%20office/registration/registration_info/withdrawal_information) for exact information.

NOTE: If international students completely withdraw from classes, they must either immediately receive transfer status in another university to update their visa status, or they will have their visa revoked and be forced to immediately return to their home country.

Reimbursement of Tuition Fees

If a student withdraws from class on or before the first day of class in the term, the student will be refunded 100% of the tuition, room and meal plan that had been paid in advance.

If a student withdraws from classes after 60% (approximately the middle of the fourth week) of the IEP term has been completed, the student will not receive a refund.

If a student withdraws from class between the first day of class in the term and before 60% of the term has been completed, the student will receive a partial refund of tuition, room and meal plan according to the number of days the student was enrolled in the university.

IEP Term	Before Moving Onto Campus	Before First Day of Classes	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
% of classes completed	0%	0%				60%			
% refunded TUITION	100%	100%	Partial Refund				0% No Refund		
% refunded ROOM	100%	Partial Refund (First Semester Only)						0% No Refund	
% refunded MEAL PLAN	100%	Partial Refund							

See "Room and Board" Section of the IEP Student Handbook, pages 37-39.

See page 24 of the ONU Student Handbook for official information about fee reimbursement.

PLACEMENT PROCEDURES AND TESTS

All students must take the Michigan English Language Placement (EPT) exam after arrival and before the start of classes. The IEP uses the EPT to determine initial student placement into one of the 5 levels. The EPT score determines the student's level. For borderline EPT scores, a writing and speaking sample are taken into consideration in determining a student's placement.

IEP Level	Entering EPT Score	Duration in IEP Program*
1 Beginner	00-32	10 months
2 High Beginner	33-46	8 months
3 Low Intermediate	47-56	6 months
4 Intermediate	57-63	4 months
5 High Intermediate	64-76	2 months

*If you need to repeat a level, your time in the program will be longer.

Subsequent to initial enrollment, changes to the student's program is made by the English Department Chair.

COURSE PLACEMENT APPEAL PROCEDURE

Students may, any time before the end of the first week of classes, appeal placement in a level. The appeal must be made in writing to the English Department Chair using the Request Re-placement Form (RRF) with reasons students believe they can succeed in courses other than those in which they were placed. Changes in placement will NOT be given based on personal or parental expectations, financial difficulties, or problems with an agency who is paying for study. Evidence of English ability and prior success in learning English is the only reason for placement into a particular course or level. The English Department Chair is the final authority for student placement; the Dean will review placement only if it can be demonstrated that the English Department Chair has acted in bad faith or without adequate input from instructors.

There is no appeal process for/nor permission to take regular academic courses when students have been placed or enrolled in the IEP.

GRADES

Grades

For each course, a student's grade is determined by the work assigned by the teacher. After a percentage is awarded, a student receives a letter grade. Percentage to Letter Grade may vary a little according to the instructor; check the syllabus for each class.

Percent	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Grade Appeal Procedure

If a student feels that a final score has been incorrectly calculated and given, the student is expected to **first** ask the instructor to recalculate the course score. If the student has already verbally appealed to the instructor, and the instructor's answer was not satisfactory, the student may fill out a Student Grade Appeal Form (GAF) and submit it to the ELP Administrative Assistant. This formal appeal will not be honored if the student has not politely asked the instructor to recalculate the score and allowed adequate time to receive an answer.

Instructors are expected to provide an answer to a student's request within one working day of the request. Accordingly, students are asked to allow time for the instructor to recalculate any score in question.

Students must submit the Student Grade Appeal Form (GAF) to the ELP Administrative Assistant before the end of the first week of classes in the term immediately following the course grade in question. The IEP is not required to respond to any request after this time.

If a student's score and grade are changed, the English Department Chair will ensure the student records are corrected and reassess student level, if necessary.

GPA and Level Advancement

In order to move up to the next level, a student must achieve a 2.2 grade point average (GPA) for the term. A student achieving a GPA of less than 2.2 will be required to repeat the level. A cumulative GPA of 2.2 must also be maintained throughout the program. If a student repeats a level because of low GPA, the cumulative GPA at the end of the repeated level must be at least 2.2. If below 2.2., the academic program of the student's major will be notified, the student's conditional admission status will be revoked, and the student must reapply and be replaced into the IEP based on the last end-of-term EPT or MELICET score.

Probation and Suspension

Students falling below a GPA of 2.0 in any semester in IEP course work are placed on IEP academic probation for the following term. If the GPA is not raised to 2.0 during the probationary term, the student is subject to academic suspension from the IEP.

In special cases, the English Department Chair, upon recommendation from a student's instructors, may approve a Probation 2.0, with an agreed upon plan for improvement in lieu of suspension. However, if the student does not perform above 2.2 during this probationary period, suspension is enforced.

A student receiving academic suspension may not return to the IEP for one term and will not be re-enrolled if evidence is not presented that indicate a high probability of academic success.

Level Waiver

In extremely rare situations, students who display outstanding performance may waive a level in the Intensive English Program. In order to qualify, the following conditions must be met.

1. The student must be nominated by an instructor in the Intensive English Program.
2. The student must earn a 3.8 GPA during the term.
3. At the end of the term, the student must display proficiency by passing the comprehensive finals for the level in which he/she is currently enrolled.
4. At the end of the term, the student must additionally take the comprehensive finals for the next level, the level to be waived, displaying proficiency by passing these comprehensive finals as well.
5. At the end of the term, the student must take the EPT or MELICET and perform at a level that would place the student in the target level.

If all of the above conditions are met by a student, that student may waive one level to advance into the assigned level of the Intensive English Program.

ACADEMIC ADVISING

Academic advising and course placement for the Intensive English Program is done by the Intensive English Program staff. At the beginning of each student's time in the IEP, he or she is assigned an advisor within the IEP.

COMPLETING AND GRADUATING FROM IEP

In order to move up to the next level, a student must achieve a 2.2 grade point average (GPA) for the term. A student achieving a GPA of less than 2.2 will be required to repeat the level.

To graduate from the Intensive English Program, a student will need to complete Level 5 with a 2.2 GPA. Standardized tests such as the MELICET are given, but the test results are not used in determining level progression. Classwork is most important.

Certificates

Certificate of Completion – Full time students receive Certificates of Completion upon finishing and graduating from the IEP.

Certificate of Commendation – Students who achieve a GPA of 3.0 or above receive a Certificate of Commendation at the end of each semester.

Certificate of Participation – Students who achieve a GPA between 2.2 and 3.0 receive a Certificate of Participation at the end of each semester.

NOTE: Students who earn GPAs lower than 2.2 do not receive certificates.

POLICIES OF THE IEP

Attendance Policy

Students are expected to be in class every day. Students are also expected to arrive on time. If a student knows he or she will miss class, they are expected to communicate the absence to the teacher. Absences and tardies can affect a student's grade through missed homework assignments, in-class work, quizzes, exams, comprehensive finals, or missed information given during class that could help a student on an assessment. A student may not be allowed to make up the work he or she misses because of an absence. ***In the IEP, no absences are excused, including sickness.***

A tardy is defined as arriving to class 1-10 minutes after the scheduled start time.

An absence is defined as any class period in which the student:

- Does not attend class for any reason.
- Arrives more than 10 minutes late.
- Is tardy 2 times.

The IEP requires a student to attend every class. If a student misses 5 or more days (20% of the contact hours per term), the student will be in violation of the IEP Attendance Policy. A student who violates the IEP Attendance Policy may be subject to Attendance Probation.

Attendance Probation

If a student fails a level (see GRADES, pg. 27) and violates the attendance policy, the student will be placed on Attendance Probation during the next term. The student must meet the attendance requirements during the probationary term in order to continue in the IEP. A student who fails to meet the attendance requirements during the probationary term will be **suspended** from the IEP for one term.

The English Department Chair will review situations where a student's absences are caused by extenuating circumstances. With input from the student's instructors, the English Department Chair will make a final decision regarding the student's probationary status.

Academic Honesty and Plagiarism Policy

Academic honesty is expected of IEP students. Academic honesty means that a student does not cheat, look at another student's tests, or take notes into an exam. It also includes not doing another student's work for them, telling others about the answers to an exam, or excusing an absence by sickness when not sick. Students caught being dishonest will be disciplined accordingly, but those suspected of being dishonest can lose the instructor's trust. Also, giving inappropriate help to another student could result in that student's failure to progress.

Plagiarism is the use of someone's words other than the student's without acknowledging the source, or in some cases, suggesting that they are the student's own words. Plagiarism is not tolerated and writers who plagiarize are subject to major penalties in the United States. In the university, penalties may include failure of a course or even dismissal from the university.

The IEP recognizes that some international students may not be familiar with the strict enforcement of plagiarism rules and provides a small amount of leeway as students are learning to comply with the expectations. The IEP aims to teach students about plagiarism so the following steps are taken to help a student avoid plagiarizing.

1. On the first evidence of plagiarism, the instructor will give the student a warning. The student will receive the Plagiarism Learning Form (PLF) with information about plagiarism and ways to avoid it. The student will be asked to complete the assignment again.
2. The second evidence of plagiarism will result in a meeting with the instructor. The student and the instructor will complete a Counseling Report Form (CRF). The CRF will be given to the English Department Chair. The instructor will decide if the student will be allowed to complete the assignment again for full or partial credit or receive an "F" grade for the assignment.
3. The third reported incident will be documented on the CRF and forwarded to the English Department Chair and the Dean. The student will receive an "F" grade for the

assignment and will not be allowed to redo the assignment.

4. The fourth incident, whether incidental or major, will be reported to the Dean. Infractions subsequent to the first report to the Dean may result in university disciplinary action, including possible suspension from the university. The student will receive an “F” grade for the assignment and will not be allowed to redo the assignment.

Classroom Policies

Instructors are responsible for managing the classroom and implementing policies that students are expected to follow. Each individual instructor may include policies in the course syllabus that is distributed during the first week of class.

Some policies that an instructor may implement could be policies regarding cell phones, talking during a quiz or test, or the use of an electronic dictionary. Be sure to read each syllabus you receive carefully because each instructor may have the different classroom policies.

EXTRACURRICULAR ACTIVITIES

The following extracurricular activities are offered as available. There may be times when some of these activities are not offered. Please ask your instructors or the English Department Chair for availability of these activities.

English Language Tutoring

The ELP provides limited tutoring in English to students. IEP tutoring is done in the English Language Academic Resources Center in Clark Hall 131 or the Computer Lab in Clark 120 during scheduled hours. Tutoring is for 30 minutes. There is a sign-up list in the English Language Programs office (Clark 129) to request time with a tutor. Students can sign up a week or less before the appointment at the ELP office.

Students may be referred to tutoring when needed and instructors will follow up on students so referred. Students coming for tutoring by referral are given priority status for the tutors' time. A tutoring referral form is given to students being sent for tutoring. The form describes exactly the kind of tutoring the instructor would like the student to receive help with. The student takes two copies of the form to the tutoring session and returns a tutor signed copy to the instructor.

Conversational Partnering

Conversational Partners are available to IEP students on a limited basis. Conversational partners meet with students at least 30 minutes each week, generally in the library, Macintosh Student Center or Cosi. The goal of conversation partners is not tutoring; it is to give students an opportunity to practice using the language.

There are never enough partners for all IEP students, so partners are “reserved” for students needing exceptional encouragement in language production. Students interested in

conversation partners are encouraged to ask their instructors for a referral.

Service Learning

The goal of service learning is to put students into a natural language setting appropriate to their language skill level, where they have to learn to negotiate meaning and engage in conversation, and evaluate the impact of the experience on their language development.

IEP students, depending upon the availability of transportation, are invited to spend time each week in Service Learning (community service volunteer activities). Throughout the term, opportunities are set up at agencies like the Habitat for Humanity, Ada Restore, Ada schools, and campus activities. In most cases, transportation is provided, but student may secure their own volunteer opportunities if transportation is obtained. Volunteer opportunities on campus can be used for possible participation.

**SECTION 3: ELP PROGRAM POLICIES
FOR ISTP AND IEP STUDENTS**

COMPLAINT PROCEDURES

Student Complaint Procedures (SCP) for English Language Programs

1. A student with a complaint must first talk with the instructor or staff member involved in the complaint within two school days of the event.
2. If the student is not satisfied with the result of the meeting with the instructor or staff member, the student may request a Student Complaint Form (SCF) from the ELP administrative assistant.
 - The SCF must be picked up within five days of the event.
 - The SCF must be returned to the ELP administrative assistant within three days.
3. The student will be invited to meet with the English Department Chair. After the meeting, the student will be provided with a written response. A follow up meeting may be necessary. The English Department Chair's decision at the follow up meeting is final. The complaint process is then closed.
4. The English Department Chair will give the student a written statement summarizing the final decision and place a copy in the student's file.

RECORD RETENTION POLICY

English Language Programs maintains files on students. Access to these files is restricted to insure privacy and respect.

Included in **student files** are admission records, term registration, attendance, grade and testing reports, counseling reports and notices of disciplinary action, letters of recommendation and all correspondence with the student from the instructional and administrative staff. These files are active at the beginning of work in the Intensive English or ISTPs and become in-active upon graduation or transfer from English Language Programs, although subsequent student location and contact information may be added to the file after the student's departure.

Accessibility: Access to student files without additional permission is available to the English Department Chair, department administrative assistants, and instructors who have the student currently in class. Access by other individuals requires permission of the English Department Chair.

The person in whose name the file is held has access to his or her file at any time for purposes of seeing what is contained in the file. While the student may not change the contents of the file without appeal, she or he may include, as an option, additional materials or provide a personal response to materials included in the file. Should references be given based on the contents of the file, information from the personal responses will be included as well.

Appeals Regarding the Contents of the File: Any student may appeal the contents of his or her personal file held in English Language Programs. An appeal with specific reference to the item or items in questions may be made in writing to the English Department Chair. If the appeal is not resolved, the file, the letter of appeal and a response by the English Department Chair will be forwarded to the office of the Dean for additional review and decision.

If the appeal is resolved at any level, the agreed upon documents will be removed with a note placed in the file noting the corrective action (though without information about the content of the original documentation or the appeal).

Retention of Personal Records: English Language Programs retains **student records** while the student is active at ONU and for three years from the student's final departure from the university. After that time, only a record of the student's time in the program will be retained individually, although attendance, test scores and grade reports may be aggregated in department and program assessment records.

PERSONAL AND IMMIGRATION ADVISING

Personal Counseling is not done in the English Language Programs. When counseling is deemed helpful or necessary students are referred to their Academic Advisor and, when necessary, to the university Counseling Office, both located within Student Services.

Immigration advising is not undertaken in the English Language Programs. Issues related to travel documents, reduced work load issues and current residence information are referred to the Primary or Designated School Official (PDSO/DSO) in the Office of the Provost. Within the Provost's Office, there is a staff member responsible for SEVIS record initiating and record keeping.

CAMPUS ORGANIZATION PARTICIPATION POLICY

English Language Programs encourages students to participate in campus organizations. Interacting with native English speakers in informal settings is very useful both for improving English skills and for adjusting to American campus life.

There are also community organizations, churches, and service clubs that will welcome your participation and you are encouraged to participate as your interest dictates.

Fraternities and Sororities ("Greek Life"), however, require a great deal of time, especially during the period of pledging. While these organizations support and encourage high academic standards, the time required interferes with intensive programs such as language studies.

Therefore, following one semester of successful studies in the International Scholar Transition Program, ELP students may pledge a fraternity or sorority. Pledging is not permitted before the second semester of ISTP.

ONU POLICIES FOR ALL STUDENTS

For a full explanation of these and other policies, students should be familiar with the ONU Student Handbook, available at: http://www.onu.edu/student_life/student_conduct/student_handbook

Sexual Harassment

Ohio Northern University is committed to a work and learning environment where all individuals are treated with respect and dignity. Harassment of students or employees is unacceptable conduct, and will not be tolerated.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. These behaviors may include, but are not limited to: unwanted sexual advances; sexual jokes or innuendoes; and verbal abuse of a sexual nature.

The instructor/student relationship is always one of authority and power. Any romantic involvement between instructors and students is unwarranted and may constitute harassment, even if both parties accede to it. The University requires anyone who believes that he or she has experienced or observed any form of unlawful harassment to document the incident and immediately report it to his or her supervisor, to the English Department Chair, the Dean or the Director of Human Resources without fear of retaliation.

FERPA

FERPA (the Federal Educational Rights and Privacy Act) has many requirements that impact instructors and students. If you want to know more than can be written here, ask someone. The FERPA Compliance Officer at ONU is the Registrar and is the authority for any issues that arise.

In general terms, non-directory information, such as grades and class schedule, cannot be made available to or presented in such a way as to be accessible to anyone other than the student. Name and address are considered "directory" information and can be made available to others, but student can deny publication or distribution of directory information.

Here are some general guidelines:

Returned exams and papers are private. They may be given to the student but cannot be put in an open place where any student can see other students' papers, nor can they be given to a student's friend to deliver. Grades cannot be read in class nor posted in a public place.

If a student paper is used as a class example, permission should be asked from the student. When parents or other persons who are paying for the student's education ask about the student, only directory or general information may be given in response. A student can permit a specific person to receive that information, but the waiver must be in writing and filed in the registrar's office before the request.

Photographs of classrooms and activities can be taken if students are allowed to be photographed. Such photographs may not be used publicly without signed consent from all students photographed. Photographs of general groups of students are fine if student give permission to be photographed and are told there may be a public use of the photograph.

Information about class status (grades, absences, etc.) can only be sent to and from an ONU email account for reasons of security.

Plagiarism Policy

There is zero tolerance for plagiarism at ONU. The unacknowledged use of another's material is never permitted. Plagiarism is a serious matter and students need to learn immediately what constitutes plagiarism and penalties attached to it.

Plagiarism policies in a course are set by the instructor and should be indicated clearly in the syllabus. Plagiarism is punished at least by an "F" grade for the assignment in which plagiarism occurs. Repeated plagiarism deemed deliberate may be punished by an "F" for a course, with a written report and evidence sent to the English Department Chair.

At ONU, plagiarism may result in a hearing with the Dean of the College and university suspension.

ONU Email

At ONU, you must use your ONU email account regularly. All university business, including any communication with your instructor or program directory, will take place with ONU email. If you email your instructor from another email account, the instructor must reply to your ONU email account. Privacy of communication can only be guaranteed over the ONU system. Instructors and university staff are required to use it when communicating with you about classes and ONU business. In short, if you are not using your ONU email account, you are missing a lot of information you must have.

Health Insurance

All students attending ONU are required to have health insurance. If a student does not have health insurance, the student will be charged to the student's tuition bill.

If a student chooses to carry his or her own health insurance, it must meet the following requirements:

- *Medical benefits of at least \$50,000 USD per person per accident or illness*
- *Repatriation in the amount of \$7,500 USD*
- *Medical evacuation expenses up to \$10,000 USD*
- *The deductible must not exceed \$500 USD per illness or accident*
- *You must have 12 months of coverage from this insurance.*

If a student chooses to not carry health insurance, they would be advised that they will then have their visa status terminated, as it is the US government rule that all visa holders carry insurance that meets or exceeds the minimum requirements as stated on the following website:

http://www.onu.edu/admissions/international_students/health_insurance

Travel Policies

During orientation all students are required to fill out an emergency contact form in case of any crisis.

To ensure the safety of all students who travel off of campus for a university event, Ohio Northern University's standard travel policies apply to any IEP excursion. (see ONU Student Handbook, pg. 36-37)

1. A faculty/staff advisor or representative is encouraged to attend all University sponsored travel. Only one advisor is required per caravan of vehicles traveling to the same location.
2. A faculty or staff advisor/representative must attend all University sponsored travel on overnight trips.
3. A student waiver of liability must be signed by participating students attending the activity.

Students are informed of any extra excursion/activity fees via email, on marketing material and the money is collected before the event takes place. The students receive a receipt upon payment.

Room and Board

On-Campus Housing

First-year ONU students are required to live in university housing. International students, too, are required to live in university housing – residence halls or dormitories (including apartment style living). Living among native speakers greatly helps not only language proficiency, but it also encourages relationships and cultural understanding.

When they enter the university, students sign a **housing contract** (legal agreement) with the university. Students live in the residence halls for the entire academic year. Students are not allowed to move out of university housing during the school year. If a student moves out, he or she must still pay the university housing fees for the entire academic year. **Students will not be reimbursed if they move out during the academic year.**

A summary of **residence hall rules** from the University Housing Contract (which can be found at http://www.onu.edu/student_life/residence_life/forms_and_documents follows:

- *No smoking.* Smoking is not allowed in any campus building including the dormitory room.
- *No candles or incense.* Because of the danger of fire, open flames are not allowed in the dormitory.
- *No pets.* Pets, other than fish, are not allowed in the dormitory.
- *No overnight guests.* Guests are not allowed to stay all night in a dormitory room.
- *No alcohol.* Alcohol is not allowed in freshmen dormitories or public areas of upper-class dorms.
- *Don't lose room keys.* Replacement keys cost \$50.

- *Students* must *pay* for damages to the room and its contents. The first day of living in the residence hall, students turn in a **check-in sheet** describing the condition of the room and its furnishings. At the end of the year check-out, the condition is again evaluated. Students must pay for any damage or loss.
- The *university will not pay* for damage to, loss of, or theft of personal items such as wallets, purses, computers, books, student furnishings or clothing. Students should purchase insurance. Students may ask Residence Life or Student Services about insurance recommendations.

In April of each year, students who desire to live in university housing for the following year enter the **housing lottery**. 1) For the lottery, students can designate their choice for roommate. Both roommates must name each other on their lottery application. 2) In this lottery, students also apply for the residence hall they desire. Students with higher academic standing are placed first, those with lower academic standing are placed in remaining spaces. Placements are determined by the Office of Residence Life. Every attempt is made to satisfy the student requests.

After one year in university housing, international students may request to live off-campus for the next academic year. They must submit the Request for Off-Campus Approval form found at http://www.onu.edu/files/request_for_off_campus_approval.pdf.

Meals

First-year students who live in residence halls must purchase the university **meal plan**. The meal plan covers all meals in the McIntosh Dining Hall. The meal plan also covers 5 guest passes per semester in the McIntosh Dining Hall. In addition, the meal plan includes a \$10 gift certificate to use at the Inn at Ohio Northern University.

Finally, the meal plan includes \$250 in *Dining Dollars* each semester. These *Dining Dollars* can be used for payment at the following:

- Cosi
- WOW Cafe

At the end of each semester, unused *Dining Dollars* are NOT refundable.

If students have **special dietary needs**, they should contact the Campus Dining Services Program at 419-772-2414. **Vegetarian** options are available at every dining location at ONU.

Student **campus ID cards** include a magnetic strip. This is used like a debit card. It is swiped at each meal. If the card is lost or stolen, report the loss immediately to the Controller's Office in Lehr Building.

Reimbursement of Housing and Meal Plan Fees

Students may cancel the year-long housing contract **ONLY** in the following situations:

- Graduation
- Complete withdrawal from the university
- Academic suspension
- Marriage

If cancelled, all personal belongings must be removed from the room/apartment. If cancelling, students must give a written notice of their cancellation to the Residence Life office in McIntosh. NOTE: If a student moves out of the residence hall during the school year for any reason other than the four stated above, the university will not reimburse room and board fees to the student.

If properly cancelled, the university will refund a portion of the room and board fees based on the time remaining on the contract at the time of the receipt of the written notice from the student. However, after the fifth week of the semester, the university will not refund any amount of the room fees.

ELP Copyright Policies

English Language Programs follows established Ohio Northern University Copyright Law and Policies, including illegal Peer-to-Peer file sharing, sharing of copyright protected publications, music, and videos.

U.S. [Copyright Law <Title 17 U.S. Code>](#) is a federal law intended to promote the arts and the sciences by providing authors of original literary, dramatic, musical, artistic, and certain other intellectual works the ability to control how their work is used by others. Copyright law gives the author exclusive right to:

- Copy their works
- Prepare derivatives or revisions of their works
- Distribute or publish their works
- And Perform or display their works in public.
- The copyright protection is granted for the lifetime of the creator plus 70 years.
- The author may transfer ownership of copyright to others such as a publisher and in this case the publisher has the exclusive rights to copy, publish and distribute.

Administrators, instructors and students must be aware of the Civil and Criminal Penalties for Violation of Federal Copyright Laws:

- Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.
- Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.
- Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Ohio Northern University supports all Federal Copyright Laws. Students and instructors using any campus resource, including the campus data network are required to follow this law.

- The ONU Computer Use Policy and Student Handbook (Appendix N:) "Users may not make available copyrighted material without the authorization from the owner or owner's designated representative".
- University Policies on Copyright
Law. http://www.onu.edu/administration/information_technology/copyright_law_and_policies

Students found in violation of the ONU Policy are subject to disciplinary action (Student Handbook Appendix B:) "Disciplinary Procedure for non-academic violations".
Section 1: "Student Discipline Coordinator (SOC) receives and processes all complaints alleging a non-academic violation of the Student Code of Conduct".

EXTRACURRICULAR ACTIVITIES

Campus Events

There are always many events happening on campus. All ISTP and IEP students are welcome to attend these events. ONU manages an interactive calendar where students can search for events by category or date. Check out the link below and find an event to attend right now!

<http://www.onu.edu/calendar/>

Campus Organizations

With more than 150 organizations on campus that ISTP and IEP students could join, students should not have any problems finding other students with similar interests who they can spend time with and practice English. Check out the link below to see a list of the organizations here at ONU.

http://www.onu.edu/student_life/student_activities/student_organizations

NOTE: Some organizations require extensive time commitments, and therefore, one successful semester of ISTP is required to join. Please see the Campus Organization Participation Policy on page 30.

International Student Services

International Student Services is a great resource for international students who would like to become involved in extracurricular activities or participate in campus events. Students are e-mailed on a weekly basis with information regarding social events. Also, International Student Services maintains a social media page. This is a resource that students can utilize to have access to all cultural, social, and sporting events with photos and important information on campus. Check out the link below.

http://www.onu.edu/student_life/multicultural_development/international_student_services