

# Intensive English Program

## Student Handbook

(Updated 6/2023)



ST. MARY'S UNIVERSITY



# **Welcome to the St. Mary's University Intensive English Program!**

Thank you for choosing St. Mary's University.

We are happy you are here!

The IEP strives to meet students' needs and offer the highest quality English language education.

We are here to help you!

Learning a new language, living in a new country, and exploring new cultures is exciting, and the IEP staff is here to assist you.

This handbook is meant to be a useful guide for you on your pathway to learning English and being a student at St. Mary's University.

Welcome to St. Mary's University and the Intensive English Program!

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# **Part One: Introduction**



# Our History

St. Mary's University traces its origins to a school founded in 1852 by four members of the Society of Mary, who in the following year established St. Mary's College on the banks of the San Antonio River. That building at 112 College Street continued to serve as an educational institution for more than a century. In 1894, the present campus was acquired and a second Marianist school, St. Louis College, was established.

This school became St. Mary's University of San Antonio in 1926 when a School of Arts and Sciences, and a School of Business and Administration were established. The School of Law began in 1927 and joined St. Mary's University in 1934. The Graduate School was established in 1936. Evening coeducational classes at the downtown campus and summer coeducational classes at the Woodlawn campus were added in the academic year 1927-1928; all classes became coeducational in 1963.

Enrollment expanded rapidly during the 1950s, and between 1952 and 1967, a massive construction program was undertaken which added a new Academic Library, classroom, residence and service buildings, as well as the Law Center. In the 1980s four new residence halls, the Albert B. Alkek Building for the School of Business and Administration, and the Sarita Kennedy East Law Library were added. In 1984, the School of Arts and Sciences was divided into two Schools: the School of Humanities and Social Sciences and the School of Science, Engineering and Technology, which also incorporated into it the former Division of Engineering. The new University Center marked its official opening in 1992.

While St. Mary's has always been and continues to be a Catholic and a Marianist University, it serves people of all faiths in San Antonio, South Texas, and other parts of the nation and the world. Along with other American institutions of higher education, it is engaged in many fields of instruction, research, and public service.

# **Statement of Mission for St. Mary's University**

(Adopted April 7th, 2006)

St. Mary's University, as a Catholic Marianist University, fosters the formation of people in faith and educates leaders for the common good through community, integrated liberal arts, professional education, and academic excellence.

Our mission statement is a reflection of the Characteristics of Marianist Universities. There are five elements that characterize the Marianist approach to education:

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in the family spirit
4. Educate for service, justice and peace, and integrity of creation
5. Educate for adaptation and change

## **Core Values of Student Conduct**

- Integrity: St. Mary's University students exemplify honesty, honor, and a respect for the truth in all of their dealings.
- Community: St. Mary's University students build and enhance their community.
- Social Justice: St. Mary's University students are just and equitable in their treatment of all members of the community and act to discourage or intervene to prevent unjust and inequitable behaviors.
- Respect: St. Mary's University students show positive regard for each other, for property, and for the community.
- Responsibility: St. Mary's University students are given and accept a high level of responsibility to self, to others, and to the community.

# The Intensive English Program

## Program Overview

The Intensive English Program (IEP) at St. Mary's University is designed to provide international students and other interested participants the English language training necessary to learn English in order to prepare them to communicate in an academic and/or professional setting. Additionally, for family members of our international students, the IEP provides an opportunity to develop English language skills during their time in San Antonio.

The Intensive English Program complements the St. Mary's University mission by creating opportunities for improved communications between peoples from different societies and cultures. Communication is the cornerstone of understanding, and understanding is essential for leadership. The Intensive English Program supports international students by sharpening oral and literate communication skills so that students will be successful in future academic and professional endeavors.

## IEP Mission

The Intensive English Program at St. Mary's University prepares international students for successful entry into the academic community by:

1. Providing students with experienced, compassionate instructors knowledgeable in best practices for teaching, with low class sizes.
2. Engaging students with the university community via sports activities, interfaith activities, bridge courses, and conversation partners.
3. Guiding students toward success by practicing academic strategies, such as poster presentations, student lectures, and research techniques.
4. Welcoming a diverse community of learners.

St. Mary's University IEP is currently accredited via the Southern Association of the Commission of Colleges and Schools (SACS).

## **Part Two : Admission**



### Admission into the IEP

Applicants to the IEP must apply online on the St.MU website. IEP students may study full-time or part-time. It is not necessary to submit language tests scores to be admitted to the IEP.

### Placement Testing Requirement

All admitted IEP students must attend placement testing during orientation week. The IEP uses the Michigan Placement Test for placement into levels.

#### IEP Level Placement Michigan English Placement Test (EPT) Scores Forms D, E, F

Test Score	Level
0 - 31	Level 1
32 - 42	Level 2
43 - 53	Level 3
54 - 64	Level 4
65 - 80	University Preparation

- Some course levels may be stacked or combined due to enrollment numbers or class sizes.

## **Part Three: IEP Courses**

The **Intensive English Program** currently offers four progressive levels of intensive English and an additional optional level called University Preparation.

The class schedule follows a 14-week semester.

Each level has 18 hours of coursework per week.

Coursework for the four levels is divided into four areas of study:

- Grammar
- Listening and Speaking
- Reading
- Writing

Grammar	Course Goals and Objectives	Learning Outcomes
Level 1	This course integrates grammar skills with listening, speaking writing and reading activities based on common topics	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Produce basic verb tense forms (be, have, there is, there are) correctly.</li> <li>2. Produce the simple present tense and present 3 progressive correctly in a sentence.</li> <li>3. Produce common modal auxiliaries, e.g. can correctly in a sentence.</li> <li>4. Produce the correct word order in simple sentences and phrases.</li> <li>5. Produce correctly prepositions of location, place, and motion.</li> <li>6. Identify and use regular singular and plural forms of nouns.</li> <li>7. Identify adjectives and adverbs.</li> </ol>
Level 2	This course helps students to understand and use basic grammar structures. Students learn to recognize and produce simple, compound, and basic complex sentences necessary for writing tasks	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Contrast and produce the simple present and present progressive in sentences (simple and compound).</li> <li>2. Produce the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.</li> <li>3. Apply the simple future ("will" and "be going to") correctly in a sentence.</li> <li>4. Use comparative, superlative, and equative adjective forms in sentences.</li> <li>5. Understand the meaning and use common modal auxiliaries.</li> <li>6. Identify high frequency irregular plural nouns.</li> </ol>
Level 3	This course builds upon basic grammar structures to include additional verb tenses and complex sentences that support writing skills	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Contrast and produce the simple present and present progressive in sentences (simple and compound).</li> <li>2. Produce the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.</li> <li>3. Apply the simple future ("will" and "be going to") correctly in a sentence.</li> <li>4. Use comparative, superlative, and equative adjective forms in sentences.</li> <li>5. Understand the meaning and use common modal auxiliaries.</li> <li>6. Identify high frequency irregular plural nouns.</li> </ol>

Level 4	This course helps students use advanced grammar structures for effective college-level writing.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency using grammatical structures showing verb tense and aspect.</li> <li>2. Recognize and use active and passive voice verbs correctly in a sentence.</li> <li>3. Demonstrate the ability to shift among tenses and use appropriate forms and agreement.</li> <li>4. Use past modals and related phrasal forms in 4 affirmative, negative, and question forms.</li> <li>5. Demonstrate proficiency using adverb, adjective, and noun clauses.</li> <li>6. Demonstrate proficiency using verbal phrases including present and past participle and infinitive phrases.</li> </ol>
University Preparation	This course is designed to have students actively use college –level grammar in context – specifically, by reading and writing at an advanced level. Students will explore a variety of texts, identify complex grammatical structures, and then, using these structures as models, create their own sentences, paragraphs and essays. Self-editing is emphasized.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe events, states, and situations in the present, the past, and the future.</li> <li>2. Make statements of varying degree of certainty or necessity modals and auxiliaries.</li> <li>3. Describe situations or states and report ideas, beliefs, and opinions with the passive.</li> <li>4. Use gerunds/infinitives as different parts of the sentence in various tenses.</li> <li>5. Use different kinds of nouns along with articles, quantifiers, and modifiers in a variety of different situations.</li> <li>6. Form and use adjective phrases and adjective clauses with prepositions, quantifiers, and nouns.</li> <li>7. Use a range of connectors and transition words to connect ideas.</li> <li>8. Form and use noun clauses.</li> <li>9. Report stories using direct and indirect speech.</li> <li>10. Express hypothetical situations and their results of a present or past situation using conditionals.</li> </ol>



Listening	Course Goals and Objectives	Learning Outcomes
Level 1	In this course, students learn basic conversational skills on familiar topics for every day communications. Speaking activities help students with pronunciation, intonation, and rhythm of common words and phrases of American English.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about familiar topics and events.</li> <li>2. Introduce themselves, greet people formally and informally, show appreciation, and offer apologies.</li> <li>3. Ask and answer questions about everyday topics such as locations, prices, dates, times, and friends.</li> <li>4. Follow simple directions.</li> <li>5. Listen to and understand simple messages.</li> <li>6. Listen to and recite dialogs related to everyday situations.</li> <li>7. Speak with adequate control of the English pronunciation to minimize miscommunications.</li> </ol>
Level 2	This course helps students learn effective conversational and listening skills to function in a variety of personal, academic and/or professional situations. They practice speaking strategies that help them communicate with increased proficiency and confidence	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe personal background, events, and experiences.</li> <li>2. Ask and answer questions about daily activities, events, plans, and goals.</li> <li>3. Speak effectively about topics in a variety of situations.</li> <li>4. Make and respond to offers and promises.</li> <li>5. Ask for clarification.</li> <li>6. Ask for permission.</li> <li>7. Pronounce English with sufficient clarity for native speakers of English to understand.</li> </ol>
Level 3	This course helps students improve oral communication skills in a variety of personal, professional, and/or academic situations. They also learn to talk about and describe events and situations in group discussions and presentations. Listening activities provide students opportunities to understand spoken English from authentic sources.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Speak clearly about many social, professional, and academic situations and experiences.</li> <li>2. Speak with intelligible pronunciation, stress, and intonation.</li> <li>3. Deliver presentations, state a position, and support opinions.</li> <li>4. Respond appropriately to comprehension questions.</li> <li>5. Take notes during presentations and ask appropriate questions.</li> <li>6. Listen to and summarize information from authentic sources.</li> </ol>

Level 4	In this course, students improve oral communication fluency and conversational strategies necessary to communicate in a wide range of personal, professional, academic, and cultural situations. Students also listen to English speakers in a variety of authentic real-world situations to understand different points of view to function in a global community.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish and use formal and informal language such as persuasion, negotiation, and debate) in contextual settings.</li> <li>2. Clearly use rhythm, stress, and intonation to convey precise meaning.</li> <li>3. Speak extemporaneously on diverse topics.</li> <li>4. Comprehend and summarize extensive discourse.</li> <li>5. Take notes during lectures and presentations (e.g. authentic, audio and video recordings) and explain ideas, issues, and positions.</li> <li>6. Critique, evaluate, and discuss their observations, interpretations, and understanding.</li> </ol>
University Preparation	This course helps students plan and deliver well-organized academic presentations. Students will learn the fundamentals of presenting information in public, as well as specific academic presentation styles. During this class, students engage in peer evaluations, practice sessions, revision sessions, and one-on-one conferencing with their instructor.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Generate a specific thesis and organize a discussion around a topic.</li> <li>2. Effectively present and argue a thesis using a PowerPoint for 10-20 minutes.</li> <li>3. Understand and experience the practice/review/editorial process involved in creating a presentation.</li> <li>4. Evaluate presentations.</li> <li>5. Communicate facts and speak casually on a variety of academic topics.</li> <li>6. Evaluate content of a conceptually and linguistically complex discourse.</li> <li>7. Take logical and coherent notes regarding presentations/lecture.</li> </ol>

Reading	Course Goals and Objectives	Learning Outcomes
Level 1	In this beginning reading course, students read short personal stories and texts. They also learn basic strategies and vocabulary that aid reading comprehension. Students entering this class should have basic literacy.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply background knowledge and make predictions.</li> <li>2. Interpret photographs, pictures, and illustrations.</li> <li>3. Use basic vocabulary.</li> <li>4. Demonstrate comprehension of simple sentences in context and in sequence.</li> <li>5. Identify main idea and details in short, simple texts.</li> <li>6. Comprehend, short personal stories, and academic texts.</li> <li>7. Relate reading to personal experience.</li> </ol>
Level 2	This course helps students improve reading comprehension of various reading selections from basic academic texts and personal interest stories. Students learn specific reading strategies and increase vocabulary.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Determine the meaning of words by using context clues such as roots and affixes.</li> <li>2. Identify and use basic high frequency academic vocabulary.</li> <li>3. Recognize textual clues to identify simple patterns of organization.</li> <li>4. Distinguish between main ideas and supporting details in texts.</li> <li>5. Demonstrate reading comprehension of basic academic texts and narratives by answering questions and summarizing.</li> <li>6. Interpret reading and draw conclusions.</li> <li>7. Read and interpret simple graphs and charts.</li> </ol>
Level 3	This course focuses on improving the students' reading skills, vocabulary and comprehension. Students read a selection of fiction and nonfiction texts and apply new knowledge to personal experiences and academic assignments.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Determine the meaning of words by using context clues such as roots, affixes, definition, and restatement.</li> <li>2. Interpret and use academic vocabulary.</li> <li>3. Interpret patterns of organization (e.g. time order, comparison and contrast, etc.).</li> <li>4. Recognize stated and implied main ideas.</li> <li>5. Distinguish between facts and opinions.</li> <li>6. Make inferences and draw conclusion.</li> <li>7. Analyze text by outlining, note taking, summarizing.</li> </ol>

Level 4	In this course, students read a variety of authentic selections that include various ideas and perspectives as well as different political and cultural values. Students are encouraged to become independent thinkers by analyzing opposing views.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret and explain high-level academic vocabulary in a variety of advanced authentic texts.</li> <li>2. Analyze high-level texts to make inferences and draw conclusions.</li> <li>3. Evaluate the credibility (fallacies and biases) of the author's position.</li> <li>4. Identify the evidence that an author uses to support an argument.</li> <li>5. Interpret figurative language and the author's style of writing</li> <li>6. Interpret the author's purpose, point of view, and tone.</li> <li>7. Paraphrase, summarize, and compare perspectives.</li> </ol>
University Preparation	In this course, students will hone essay and research-oriented reading skills. Through reading authentic materials, including college texts and/or literature, students gain the necessary critical reading and thinking skills required for college-level assignments.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Comprehend and summarize texts, including the identification of the main idea, supporting details, audience and purpose of the text.</li> <li>2. Interpret and critically analyze the author's bias, purpose, and perspective in academic materials.</li> <li>3. Make inferences and draw conclusions from a variety of college level texts.</li> <li>4. Respond critically, orally and in writing, to various kinds of college level texts.</li> <li>5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.</li> <li>6. Demonstrate knowledge of cultural and historical references to American society in written materials.</li> <li>7. Demonstrate overall proficiency to transition to college-level courses.</li> </ol>

Writing	Course Goals and Objectives	Learning Outcomes
Level 1	In this course, students practice and apply basic structures of English grammar, correct spelling and accurate punctuation to produce simple writing tasks on personal topics.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Write simple sentences with the correct word order.</li> <li>2. Write simple sentences that unify ideas.</li> <li>3. Apply spelling, basic capitalization and punctuation rules.</li> <li>4. Write simple descriptions and histories about familiar topics.</li> <li>5. Edit simple present and present progressive verb tenses.</li> <li>6. Edit verb tense forms (be, have, there is, there are).</li> </ol>
Level 2	In this course, students develop and apply basic writing skills for personal, academic, and professional communications. They produce a series of simple and compound sentences, as well as short paragraphs on personal topics.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a series of related simple and compound sentences with the correct word order.</li> <li>2. Produce the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.</li> <li>3. Compose short narrative, descriptive, and process paragraphs.</li> <li>4. Edit sentences for spelling, capitalization and punctuation errors.</li> <li>5. Edit basic grammar structures to develop writing accuracy.</li> <li>6. Use appropriate vocabulary for the writing topic.</li> <li>7. Type assignments using a word processing.</li> </ol>
Level 3	In this course, students develop writing fluency and vocabulary by using complex writing skills for personal, academic, and professional communications. They produce well-constructed paragraphs with clear topic sentences, supporting details and a conclusion. They also use editing and revising strategies.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Plan and organize ideas using methods such as brainstorming and mapping, and outlining.</li> <li>2. Compose different types of academic paragraphs such as descriptive, definition/example, comparison and contrast</li> <li>3. Write a topic sentence, supporting sentences, and a conclusion.</li> <li>4. Write simple, compound, and complex sentences.</li> <li>5. Connect ideas with transitions words and expressions.</li> <li>6. Proofread, edit, and revise academic paragraphs for organization, content, grammar, and sentence structure.</li> <li>7. Compose and edit writing assignments with a computer</li> </ol>



Level 4	In this course, students develop greater writing fluency and vocabulary by using more complex grammar structures and vocabulary to produce and revise multi-paragraph essays necessary for academic and professional communications.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Compose a well-developed thesis statement with parallel structure.</li> <li>2. Develop supporting paragraphs with sufficient details and vocabulary and produce a strong conclusion.</li> <li>3. Compose various types of multi-paragraph essays such as classification, comparison and contrast, cause and effect, and argumentation.</li> <li>4. Connect ideas with transitional words and expressions.</li> <li>5. Connect ideas with coordination and subordination.</li> <li>6. Proofread, edit, and revise essays for organization, content, and sentence structures.</li> <li>7. Document sources to avoid plagiarism.</li> </ol>
University Preparation	In this course, students develop essay and research-oriented writing skills. Students will read a variety of academic publications, essays, and papers to deconstruct academic writing.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the academic research processes and write an academic paper.</li> <li>2. Use a style manual.</li> <li>3. Write coherent and cohesive sentences in a variety of common patterns.</li> <li>4. Recognize and use proper English mechanics.</li> <li>5. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.</li> </ol>

## **Part Four: IEP Policies**

### IEP Grading System

The IEP follows the grading system established for St. Mary's University undergraduate/graduate studies:

95-100	A	4.0
90-94	A-	3.67
87-89	B+	3.33
84-86	B	3.0
80-83	B-	2.67
77-79	C+	2.33
70-76	C	2.0
60-69	D	0
0-59	F	0

### IEP Final Grades (End of Semester)

At the end of the semester, every instructor assigns a final grade that is submitted to the University Registrar. To establish final grades, teachers use a combination of grades from assignments given during the semester. This combination may include tests, quizzes, presentations, homework, classroom participation, and class attendance. Teachers may modify this basic grading system. The syllabus for each class will explain the grading system of the teacher. For official transcripts, students may submit a request to the University Registrar.

### IEP Attendance Policy

St. Mary's is required by the Department of Homeland Security of the United States to monitor student attendance and to report any F-1 student who is not attending classes full-time. If an F-1 student is dropped from an IEP class for violation of the attendance policy, St. Mary's must terminate the student's F-1 record in the government's Student and Exchange Visitor Information System (SEVIS) and the student will be illegally present in the US. The student would be required to leave the US immediately. For the reasons discussed above, all IEP students follow the St. Mary's University policies on attendance and are required to observe the following:

- a.) If students are sick and need to miss class, they may need to get a written doctor's excuse by seeing a doctor at the Health Center, or by seeing another doctor of choice. If students have to miss many classes due to illness, please see the IEP director.
- b) If students provide a doctor's note for an absence, they may be excused from the absence if they attend office hours or make up for the absence. This is to ensure that students do not fall behind in coursework.
- c) St. Mary's permits a student to have a total of five absences in each course. In order to stay in status, students must have less than five absences over a 14-week semester.
- d) If students have over five absences (or over 3 during the Summer session), they are in danger of failing the course.
- e) If students have over 10 consecutive absences in any class, they will fail the level. Students may return to class but they will not pass to the next level. If a student has over 20% total absences in one class, the student will be dropped. Students will be in danger of losing I-20 status, and if the absences are more than 20%, the student will be reported to the Department of Homeland Security.
- f) If a student is dropped from an IEP class, St. Mary's must report to the Department of Homeland Security that they are no longer in legal status because they are no longer a full-time student. At that time, the student would need to apply for reinstatement of your F-1 status or leave the United States and return home because of a violation of F-1 status requirements.

As we monitor student absences, we will follow this procedure:

A student will receive an Attendance Notification Letter from the IEP director when the student reaches the third unexcused absence in any class.

### Tardy Policy

All students must arrive to class on time. Students arriving late for a class or leaving early will be counted as tardy. Per the St. Mary's University Attendance Policy, three tardies equal one unexcused absence. Continued excessive tardiness or absences in any class could lead to disciplinary action up to and including expulsion.

### Advancing Through IEP Levels

The IEP offers five class levels:

1. Level 1
2. Level 2
3. Level 3
4. Level 4
5. Level 5 - University Preparation

In order to pass to a higher level at the end of a semester, a student must have a combined Grade Point Average (GPA) of "C" or above for all IEP classes.

### Completing the IEP

The IEP has four levels. Completion of the IEP depends on a student's placement into the program and progress for each level. Students must successfully complete level 4 to complete the IEP program.

### Certificate of Completion

At the end of each semester, students who have a cumulative grade point average of 'C' or better will receive an IEP Certificate of Completion for that level. Students who successfully complete Level 4 and score 70 or higher on the Michigan Placement Test will receive a Certificate of Completion for the Intensive English Program.



## I-20 Regulations/Remaining “In Status”

It is extremely important for F-1 students to follow the Department of Homeland Security rules for maintaining their I-20 designation “in status.” The penalties for losing “in status” designation can be severe:

1. Students could be immediately deported and required to return to their home country.
2. Students could be restricted from re-entering the United States for many years.

Some of the basic rules students must follow to remain in status include:

1. Students must attend IEP classes full-time (4 classes). (There are special rules for part-time IEP students and part-time academic students).
2. Students must observe the St. Mary’s rules for class attendance.
3. Students must make progress towards finishing a program or a degree. This means students cannot be only “non-degree” students. An I-20 must be for an English program or for an academic program.
4. F-1/ I-20 students are not permitted to work off-campus. There are also special rules for on-campus employment. During IEP orientation, on-campus student employment options will be presented.
5. Students must keep I-20 documentation up-to-date. An I-20 has an expiration date on it. Students are allowed to stay in the United States as a tourist for 60 days after the expiration date, and then they must depart the U.S. If students need to or want to continue to study at St. Mary’s after the expiration date, an I-20 extension is required before it expires.
6. Students must report any changes in address, phone number, or Social Security number to the CIP within 10 days. These changes will be reported to the USCIS as required for all international students.
7. For any questions concerning exact and correct information about SEVIS rules as they pertain to university studies, please contact the Center for International Programs.
8. F1 Visa – Student Obligations: Students are responsible for all immigration documents. Keep these documents in a safe place and make copies of them as well. Make sure passports are valid for at least six months. Study full-time and maintain good class attendance. Notify the IEP immediately for transfers or withdrawals from the university. If students must leave the U.S., please meet with the IEP Director.

### Transferring out of the IEP

If students decide to transfer out of St. Mary's, students must provide the following documents:

- Transfer form
- Letter of acceptance from the new school
- Transfer form from the new university
- The most current I-20; the I-94
- A copy of the passport biographical page and of a current visa

Make an appointment to see the IEP director as soon as plans are made for transferring.

### Immunizations and Health Insurance

All students must follow St. Mary's University policies regarding compliance and immunizations. Additionally, all St. Mary's students are required to have approved health insurance. Students are automatically enrolled in a healthcare plan and billed through student accounts. Students with comparable health insurance coverage must provide proof of the policy to the Health Center for approval and must submit a waiver.

### Academic Probation

Students with poor academic performance are subject to probationary status as outlined in St. Mary's Scholastic Regulations in the Course Catalog. If a student receives less than a 'C' average (2.0 GPA) in IEP courses at the end of a single semester, the student will be placed on Academic Probation for the following semester and sign an acknowledgment of this status. The student must then achieve a minimum of a 'C' average at the end of the following semester in order to be allowed to enroll for future semesters in the IEP.

Students with an estimated GPA of less than 2.0 at mid-term may also be placed on Academic Probation, in which case the student must achieve a 2.0 GPA by the end of the current semester in order to enroll for future semester in the IEP.

### Policy for Expulsion

A student may be dropped from IEP classes and not be given permission to return to IEP classes during a semester (or for subsequent semesters) if the student:

- Has excessive absences from class, violating the IEP attendance policy, or
- Is abusive and uncooperative with other students, with teachers, or with other St. Mary's staff members.

### Refund Policy

The IEP refund policy and deadlines follows the same rules as St. Mary's University. This information is available on the St. Mary's website.

Refunds of tuition and required fees are determined based on the official date of a student's withdrawal, as determined by the Dean of Students Office. Below are the refund period timeframes.

Fall and spring semesters:

1st calendar week 100%  
2nd calendar week 75%  
3rd calendar week 50%  
4th calendar week 25%

Summer semesters:

1st two days 100%  
2nd two days 75%  
3rd two days 50%  
4th two days 25%