



Intensive
ENGLISH LANGUAGE
Institute
STUDENT HANDBOOK
2016-17



Creighton University's Intensive English Language Institute is a member of English USA: The American Association of Intensive English Programs, which promotes "best practices" in English teaching and has a rigorous review process.

(名) 注意; 关注; 关心 **ATTENTION!** **ATENCIÓN!** أ. انتباه, حرص, عناية, اهتمام

You are responsible for knowing and understanding the IELI policies and procedures in this handbook. If you have questions or do not understand, please ask the IELI staff to explain them to you!

Você é responsável por conhecer e compreender os regulamentos e procedimentos do IELI contidos neste manual. Se você tiver dúvidas ou não entender, por favor, pergunte a equipe do IELI para explica-los para você!

Usted es responsable por conocer y entender las normas y procedimientos del IELI neste manual. Si tiene dudas o no entiende, por favor, pida al personal de IELI para explicarlos a usted!

Vous êtes responsable de savoir et de comprendre les règlements et procédures de IELI dans ce guide. Si vous avez des questions ou ne comprenez pas, demandez le personnel IELI à les expliquer à vous!

أنت مسؤول عن معرفة وفهم إيلي السياسات والإجراءات في هذا الكتيب. إذا كان لديك أسئلة أو لا يفهمون، من فضلك أطلب للموظفين إيلي
!لأشرح لهم لك

知ることと IELI のポリシーと手順このハンドブックで理解を担当しています。質問があるか理解していない場合は、それらをあなたに説明する IELI スタッフを尋ねください

您有責任瞭解和理解的 IELI 政策和程式在本手冊中。如果您有任何疑問，或不明白請詢問 IELI 工作人員向您解釋他們

IELI 정책 및 이 핸드북의 절차를 이해 하 고 알고에 대 한 책임이 있습니다. 만약 질문이 있거나 이해가 IELI 직원이 당신에 게 설명 부탁!

The Global Engagement Office reserves the right to modify, deviate from, or make exceptions to these policies at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of application, admission, or enrollment. These policies are neither a contract nor an offer to enter into a contract.

Each student is responsible for knowledge of IELI's policies, as well as for charges promulgated by IELI as addenda to policies and, by virtue of their enrollment in the IELI, agrees to be bound by the Terms of these policies. This policy supersedes all previous versions of any IELI policies.

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MISSION STATEMENTS

GLOBAL ENGAGEMENT OFFICE (GEO) MISSION

Inspired by Creighton University's Ignatian identity, the Global Engagement Office (GEO) places great value on service, resourcefulness, friendliness, caring, empowering, and networking. Faithful to the Catholic tradition, the GEO contributes to the gathering of people from many countries and cultures into a flourishing global community of mutual respect, freedom of inquiry, and justice.

The mission of the GEO is to facilitate campus-wide advocacy, support and implementation of the university's goals for international education and exchange as members of an increasingly complex global society. The GEO is committed to developing engaged, informed and culturally-competent critical-thinkers through diverse curricular and co-curricular programming that emphasizes cultural immersion, reflection, and experiential learning.

The GEO aims to model lifelong learning and a commitment to international education through continuous assessment and improvement of its programs and services:

- Advising students about study abroad
- Overseeing the Encuentro Dominicano Program
- Providing individualized services to international students and visiting scholars
- Facilitating Creighton's Intensive English Language Institute
- Coordinating linkages with foreign universities, ministries and foundations
- Offering cross-cultural communication sessions for students, faculty, and staff
- Shepherding the development and implementation of international agreements
- Collaborating with academic and co-curricular departments in the development and implementation of learning opportunities that involve domestic and international travel
- Administering the international travel insurance process
- Linking international efforts across campus (such as the Asian World Center, ILAC, etc.)
- Guiding and supporting the Creighton Global Initiative

INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI) MISSION

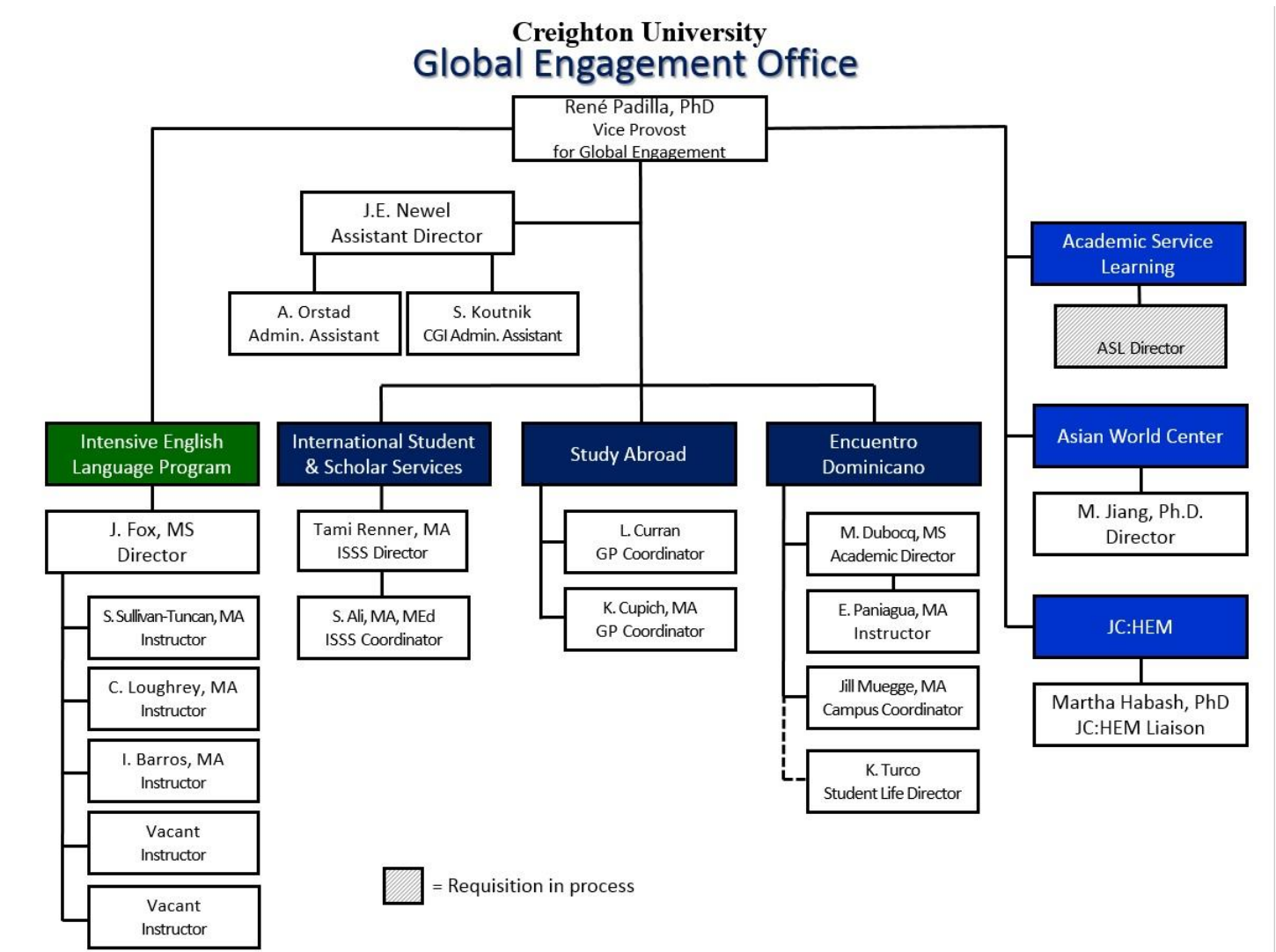
The mission of the IELI is

1. to provide intensive English instruction and support services to help prepare IELI students for the academic rigors necessary at Creighton University;
2. to promote the practice and scholarship of English language teaching in an environment of integrity and respect;
3. to provide guidance in the areas of intercultural understanding, campus and community participation, and global citizenship; and
4. to reflect and support the mission of Creighton University.

In support of this mission, the IELI aims to:

- Create an environment favorable to learning, creativity, and critical thinking,
- Encourage self-motivation and self-discipline,
- Recognize the worth of individual students and their cultural, religious, and ethnic backgrounds,
- Offer a rich, integrated, curriculum with objectives responsive to the linguistic and cultural needs of international students,
- Provide co-curricular experiences that foster the use of language in its inherent cultural context,
- Give students a comfortable learning environment supported by the latest technology,
- Offer students services that facilitate their learning, help them adjust to the U.S. culture, support the maintenance of their visa status,
- Encourage and support the professional development of the teaching staff and
- Provide accurate information in a timely manner to prospective students, advertisers, and schools

INTENSIVE ENGLISH LANGUAGE INSTITUTE ORGANIZATION



IELI ADMINISTRATIVE STAFF

Jill Fox, MS, ABD

Jo Ellen Newell

Shama Ali, MA, MEd

Lizzy Curran, BA,

Krista Cupich, MA

Amy Orstad

Susan Koutnik

Director, Intensive English Language Institute

Assistant Director, Global Engagement Office

Coordinator, International Student and Scholar Services

Global Programs Coordinator

Global Programs Coordinator

Administrative Assistant, Global Engagement Office

Administrative Assistant, Creighton Global Initiative

IELI FULL-TIME INSTRUCTORS

Maria Isabel Barros, MA

Carissa Loughrey, MA

Susan Sullivan-Tuncan, MA

HOW TO CONTACT US

Phone (402) 280-2221

E-mail ieli@creighton.edu

Fax (402) 280-2211

In Person

Creighton University
Global Engagement Office
Creighton Hall, Third Floor, Suite 324

Mail Creighton University
Global Engagement Office
2500 California Plaza
Omaha, NE 68178 U.S.A.

WHO TO CONTACT ABOUT...

Absences	Your IELI Instructors
Academic matters	Ms. Fox
Admission to Creighton	Ms. Fox
Appointments with GEO/IELI Staff	Ms. Orstad
Cross-cultural adjustment	Ms. Ali
Cultural and social programs	Ms. Ali
IELI course assignments, grades, questions	Your IELI Instructors
Insurance	Ms. Newell
International Student Association (ISA)	Ms. Ali
Multinational Ambassadors Program (MAP)	Ms. Fox
Payments, invoices	Ms. Newell
Student records	Ms. Newell
Visa-related issues (employment, transfer, withdrawal)	Ms. Ali

WHEN TO CONTACT US

Office Hours

8:00 a.m. to 4:30 p.m.

Monday through Friday

The University Is Closed for the Following Holidays:

HOLIDAY	DAY(S) OBSERVED	
Labor Day	September 5, 2016	Monday
Thanksgiving	November 24-25, 2016	Thursday-Friday
Christmas Holiday Break	December 24, 2016 – January 2, 2017	Saturday-Monday
Good Friday	April 14, 2017	Friday
Memorial Day	May 29, 2017	Monday
Independence Day	July 4, 2017	Tuesday

ACADEMIC PROGRAM

COURSES

Reading
Writing
Grammar
Speaking/Listening

LEVELS

Core courses are offered at different levels. On the basis of placement test results, the IELI instructors will recommend the most appropriate level for you.

Beginning
Intermediate
High Intermediate
Advanced

See Appendix G for a full description of the achievement scale for each course and level.

BRIDGE TO CREIGHTON PROGRAM

The Bridge to Creighton (B2C) is program designed for undergraduate students with high academic potential who would benefit from additional advanced-level English language support. To qualify for admission to the Bridge to Creighton, you must have a TOEFL of at least 68 (IELTS 6.0) and fulfill all of the other application and admission requirements of Creighton university undergraduate programs. For more information, contact the IELI Director.

Students may not choose their own level.

TERMS

The IELI & Bridge to Creighton programs offers two semesters each year: Fall and Spring. In the summer, there is an eight-week IELI program with a higher cultural focus. Each term includes 20 hours of instruction per week plus co-curricular activities.

Summer 8-week 2016	June 15 - August 11
Fall Semester 2016	August 17 - December 16
Spring Semester 2017	January 4 - May 5
Summer 8-week 2017	June 14 – August 10

DAILY SCHEDULE

IELI classes typically start at 9:00 a.m. from Monday to Friday.

Full-time students have 20 hours of classes per week.

CO-CURRICULAR ACTIVITIES

Language and culture are closely connected. Co-curricular activities facilitate the development of language skills in a real cultural context. They are an **important** part of the IELI program.

ACADEMIC PROGRAM (*Continued*)

NEW AND RETURNING STUDENT PLACEMENT

Our goal is to assign **new students** and **students returning to IELI after missing one or more IELI Terms** to an appropriate level that is challenging but not discouraging. To be placed in the most appropriate courses/levels, students take the following tests **in the beginning of the Term in which they will enroll**:

The TOEFL ITP
Grammar Placement Test
Writing Placement Test

Oral Interview for Placement
Listening Placement Test
Reading Placement Test

Instructors monitor each student's performance during the first two weeks in class to decide if they have been assigned to the proper level. If not, students will be moved in weeks 1-2 of their first IELI Term. Students do not choose their own level.

TEXTBOOKS AND EXERCISE BOOKS

Students **MUST** have their books with them **on the first day of classes**.

Course materials may be purchased at Creighton's bookstore.

All textbooks and exercise books should be unmarked, student editions of the assigned materials. Students will not be allowed to use unacceptable materials, e.g., marked books and older editions.

GRADES

Following the IELI Policy on Grading, each instructor assigns grades based on the nature of the course he or she teaches. The grades for each course are explained in the syllabus (class policy sheet) and distributed to students at the beginning of the Term. For more detail on grading, see [Page 10](#).

PROGRESS REPORTS

You will receive a Progress Report the week after the end of the Term. If you are a Sponsored Student, a copy of your Progress Report will also be sent to your Sponsor.

AWARDS

The IELI gives awards to eligible students:

1. **The Excellent Attendance Award** for any student with no absences from any class.

2. Certification of Completion for students who have completed the Advanced level of IELI.

ACADEMIC SUCCESS

TIPS FOR SUCCESS IN THE CLASSROOM

- ✓ Use English at all times to
 - become more fluent in English quickly
 - get the most out of your educational experience in the U.S.
- ✓ Attend classes
- ✓ Be organized
- ✓ Come to class on time: Be ready to start learning five minutes before your class begins!
- ✓ Participate in class
- ✓ Pay attention to your instructor and take notes
- ✓ Ask questions if you don't understand something
- ✓ Bring your textbooks, pencils and pens to class
- ✓ Attend all co-curricular activities
- ✓ Use an English language dictionary, not a bilingual dictionary

TIPS FOR SUCCESS OUTSIDE THE CLASSROOM

- ✓ Use English at all times
- ✓ Complete homework assignments by the due date
- ✓ Study everyday... don't wait until exam week to study
- ✓ Seek your instructor's help: Your instructors' office hours are listed in your course syllabus
- ✓ Get involved in the life of the campus
- ✓ Attend campus events
- ✓ Join the **International Student Association (ISA)**
 - Through ISA and the events it sponsors (especially the International Banquet), you will meet other Creighton students; practice your English; learn about the U.S. and other countries and cultures; and introduce your own culture to the campus community.
- ✓ Join a campus club or organization such as
 - African Students Association
 - Asian Student Association
 - Bluejay Lacrosse Club
 - Chi Rho: Protestant Student Assoc.
 - Chinese Student Association
 - CU Latino Student Association
 - Dance Team
 - German-American Club
 - Indian Cultural Society
 - Jays for Christ
 - Muslim Student Association
 - Outdoor Adventure Club
 - Rosary Club
 - Rowing Association
 - Rugby Club
 - Ski Club
 - Spanish Club
 - Student Jewish Organization

PROGRAM EVALUATION

EVALUATION OF IELI COURSES and INSTRUCTORS

All of us want the IELI to be better and better! To help us improve our programs and services, you will be asked to complete an evaluation each term for each of the courses and activities you attended.

You can be certain that the instructors will not see individual evaluations.

Let us know

- ✓ what helped you learn
- ✓ what did not help you learn
- ✓ what could be done differently so that you could learn better and
- ✓ how we can assist you better.

IELI POLICIES

POLICY ON ATTENDANCE: INTRODUCTION

IELI students are required to attend all **classes** in which they are enrolled, and **Co-Curricular Activities**. Attending all scheduled classes and activities helps you learn English, earn good grades and maintain your student visa status.

Make an effort to attend all classes every day. Earn an “Attendance Award”!

Tips to Help You Have Good Attendance

- Check your IELI Calendar before you make appointments or plans to be away from campus.
- Schedule appointments with doctors, dentists or advisors **after** your IELI classes and Lab end.
- Make sure you sleep **at least 7 hours** each night so that you are rested, alert and prepared to learn the next day.
- If someone gives you a ride to Creighton, be sure he or she knows that you need to arrive on campus **before your class or activity starts**. The responsibility of being here on time is not your driver's—it is yours. Take a taxi if your driver is late.
- Schedule your travels so that you always depart from Omaha **after the end of the Term** and you return to Omaha the weekend **before the Term begins**

POLICY ON ATTENDANCE: CLASSES

IELI students are required to attend **all classes** in which they are enrolled.

When a student does not attend a scheduled class or a co-curricular activity, the student has

an **absence**. There are no Excused Absences. Absences may hurt your ability to learn, lower your grades, affect your good status in SEVIS and be cause for dismissal from the IELI!

IELI POLICIES (*Continued*)

Excessive Absences

After ½ week's absences (1-3 classes, depending on schedule) in the 1st or 2nd half of a semester:

- A warning letter will be sent to the student
- A copy of the letter will be sent to the student's sponsor (if applicable)

On the last absence in any one class in the 1st or 2nd half of a semester:

- The Director will meet with the student
- A final warning letter will be given to the student
- A copy of the letter will be sent to the student's sponsor (if applicable)

More than a week's worth of absences in any one class in the 1st or 2nd half of a semester:

- **The student will be dismissed from the program**
- **No appeals will be considered**

Religious Celebrations

The IELI schedule cannot include the observance of all celebrations of all faiths. However, students are allowed to take up to two (1) days for religious observances in a Term if they submit a Request for Waived Absence to Observe a Religious Celebration Form to the IELI Director **five (5) business days in advance of the day(s) requested**.

If you would like to be excused from class **to observe a religious celebration**,

1. Complete a Request for Waived Absence to Observe a Religious Celebration
2. Submit the Request for Waived Absence Form to the IELI Director five (5) days before the day of the religious observance.

Tardiness (Arriving after class has started)

When you are late for class, you miss the opportunity to learn or review an important point, explanation or introduction to a course objective that takes place during the first minutes of the period. You may also miss the opportunity to show that you prepared your assignment for that class by participating in class discussions.

- If you arrive **more than 10 minutes late to class or leave 10 minutes before class is over**, you will be counted **absent** for that period.

If you are late to class, enter the classroom quietly (do not knock before entering), take a seat, and begin participating in the classroom activities as soon as possible. If you need to give an explanation to the instructor, do so after class.

IELI POLICIES (*Continued*)

POLICY ON ATTENDANCE: CO-CURRICULAR ACTIVITIES

You are required to attend all Co-Curricular Activities. Co-Curricular Activities introduce you to the U.S. and the local cultures, help you learn vocabulary associated with the cultural experiences and prepare you to complete related assignments. In addition, they are a lot of fun! You will receive a Calendar with the scheduled activities and events for the Term.

Absence

Absence from a Co-Curricular Activity hurts your ability to experience the American culture, to learn new vocabulary and to complete the assigned work related to the cultural experience.

Remember, a grade for this assigned work is part of the final grade for one or more of your courses!

Tardiness

Students who arrive after the bus or group departs will be absent from the activity.

Transportation

The Co-Curricular Activity is an IELI-sponsored activity. The IELI, therefore, provides transportation (when needed) to the place where the activity or event is to be held. **IELI students are required to travel together, using the provided transportation.**

Exceptions will be considered only when written requests are submitted—along with documentation—the week before the scheduled activity.

POLICY ON MISSED WORK

It is your responsibility to submit missed work on its due date or on the day you return to class.

POLICY ON GRADING

Each instructor assigns grades according to the guidelines listed below. Specific course grading is explained in the course syllabus distributed to students at the beginning of the Term.

Grading System

The IELI grading system is as follows: A (4.0); B+ (3.5); B (3.0); C+ (2.5); C (2.0); D (1.0); F (0.0). **Incompletes** are given only to first Term Level 1 students who need to continue in Level 1 an additional Term to strengthen their foundation in the language.

Final Grade

Grades for each course are determined as follows:

- Final Exam 40%
- Tests, Quizzes, Projects 50%
- Homework, Class Participation 10%

IELI POLICIES (*Continued*)

GPA (Grade Point Average)

You will receive a grade for each of your courses. Your grade points in your courses are used to calculate your GPA. For example, your GPA for the Term will be **3.12** or **B** if your grades are:

Grammar	B (3.0)
Writing	C+ (2.5)
Reading	B+ (3.5)
Speaking/Listening	B+ (3.5)

Tests, Quizzes and Projects (50%)

Tests, quizzes, and projects help you learn and help the Instructors measure learning.

Homework and Class Participation (10%)

Homework complements and reinforces what you learn in class. Each day, you should spend at least 45 minutes on homework for each hour you are in the classroom. For example, a full-time student should spend about three (3) hours on homework every day.

Be prepared to participate in class! Take advantage of IELI's small classes to ask questions and answer your instructor's questions.

Co-Curricular Activities

Although Co-Curricular Activities per se are not graded, all in-class quizzes, tests and assignments based on Co-Curricular Activity materials and experiences are.

Final Exam (40%)

Students must take their comprehensive Final Exams on the scheduled day and time of the last week of the Term unless there is a documented emergency. Final exams are timed. No extensions of time are given. Therefore, you must arrive ten (10) minutes before the start of your Final Exam.

Electronic devices are not allowed in the classroom. Use of the bathroom is limited to emergencies only.

If you miss your Final Exam, your course grade will be affected. **Do not leave campus** before the Term is over (and make sure you return to town before the new Term begins).

Consult the IELI calendar before making travel plans!

POLICY ON PROGRESSION FROM LEVEL TO LEVEL

Houses are built from the bottom up, one brick at a time. If blocks are missing at the bottom or in the middle, the house will fall. Languages are learned from the basic level up, one building block at a time.

IELI POLICIES (*Continued*)

In IELI, each course has specific objectives. You will advance to the **next** level of the course when you master at least 76% of the objectives (building blocks) of the **current** level.

<i>Percentage</i>	<i>Letter Grade</i>	<i>Grade Points</i>	Advancement
100 - 90	A	4.0	YES
89 - 86	B+	3.5	YES
85 - 80	B	3.0	YES
79 - 76	C+	2.5	YES
75 - 70	C	2.0	NO
69 - 65	D	1.0	NO
64 - 60	F	0.0	NO
	I (INCOMPLETE)	0.0	NO

POLICY ON UNSATISFACTORY PROGRESS

Unsatisfactory Progress means that your GPA is below 2.5. If this happens, you will be placed **on Academic Probation**, that is, you will be given an opportunity to do better. You must raise your GPA to at least 2.5 during the next Term. If you do **not** raise your GPA to 2.5 the following Term, you will receive **Dismissal** from the IELI.

Probation and Dismissal

	GPA Below 2.5	Status Next Term	Appeal
1 st Term	At the end of any Term, the GPA is below 2.5	Probation	----
2 nd Term	The following Term, the GPA is still below 2.5	1 st Dismissal	Yes
3 rd Term	For the 3 rd time, the GPA is still below 2.5	2 nd Dismissal	No

When you receive your **first Dismissal**, you may appeal to the IELI Director to continue to take classes. You must write a letter

- (a) explaining why your GPA was below the 2.5 requirement;
- (b) explaining how you will raise your GPA;
- (c) asking to continue taking classes;
- (d) agreeing to attend class regularly and to complete all assigned work.

IELI POLICIES (*Continued*)

After carefully considering your letter and meeting with you, the IELI Director will make a decision regarding the continuation of your enrollment in IELI. Your appeal may or may not be accepted.

A student whose GPA in Term 3 is still below 2.5 will receive a **second Dismissal**. The student cannot appeal a Second Dismissal; he or she will not be allowed to take classes during a fourth Term **and** will not be readmitted to the IELI.

POLICY ON COMPLETION OF THE IELI PROGRAM

Students who enroll in IELI to enhance their English skills but who do not intend to pursue a degree at Creighton will “complete” the IELI program if they receive no grade lower than C+ in Advanced level.

POLICY ON COMPLETION OF THE IELI FOR ADMISSION TO CREIGHTON UNIVERSITY

Admission to IELI does not include admission to a degree program at Creighton University!

Students who plan to enter Creighton University should apply for admission to the University. Contact the IELI/GEO Office for information (402/280-2221) or directly call the Undergraduate Admissions Office (x-2523), Graduate Admissions Office (402/280-2870) or University College Admissions (402/280-2424).

Satisfying the English Requirement for Full Admission to Creighton’s Undergraduate Programs

There are two ways in which you can satisfy your English language requirement to gain full admission to Creighton University’s undergraduate programs:

- Complete the Bridge to Creighton program with no grade lower than B
- OR**
- Submit a TOEFL iBT total score of at least **88 with no sub-score lower than 20**

As soon as you meet the English language requirement for admission, the IELI will send your file along with a recommendation to the appropriate Admissions Office.

Satisfying the English Requirement for Full Admission to Creighton’s Graduate Programs

Graduate and Professional programs have varying English requirements for admission. Contact the program directly for information.

POLICY ON FINANCIAL RESPONSIBILITY

Health Insurance Enrollment

IELI students are required to enroll in Creighton's student health plan, regardless of other health insurance coverage they might already have. **Exception:** IELI students who present a current Financial Guarantee at the time of Registration for the Term.

IELI POLICIES (*Continued*)

IELI Payment Policy: Tuition, Fees and Insurance

Students who show personal financial responsibility:

Your tuition, fees and insurance are payable **before classes begin**. The IELI accepts payment made with a counter check (money order), traveler's check or credit card. To get a counter check, take your cash to the Creighton Federal Credit Union (Skutt Student Center) and request a counter check payable to "Creighton University."

Sponsored students:

- If you present a **current Financial Guarantee**—one that covers the entire Term for which you are registering--the IELI will bill your Sponsor directly.
- If you do not have a Financial Guarantee or your Financial Guarantee **is not current** (that is, it covers less than half of the Term for which you are registering), you are responsible for the payment of IELI tuition, fees and at least one month of Creighton's insurance premium **before the first day of classes**.

IELI Tuition Refund Policy

Only Tuition may be refundable. Tuition for your first Term in the IELI is **NOT** refundable because class schedules are based on the number of students who register each session. From your second Term in IELI on, tuition refunds will be made according to the following schedule:

- At the end of the first week of the IELI Term: 75%
- At the end of the second week of the IELI Term: 50%
- There will be **no refunds** after the second week of the IELI Term.

Personal Debts

You are responsible for your own debts. Never ignore a bill. Pay it before the due date. If you receive a bill for something you did not buy or if you do not understand a bill, the GEO staff can help.

POLICY ON THE USE OF ELECTRONIC DEVICES IN CLASS

Electronic devices include but are not limited to cellular phones, personal digital assistants and computers. The use of cellular phones to call or text during class is strictly forbidden. The use of other electronic devices (e.g., electronic dictionaries) is at the discretion of the Instructor.

POLICY ON EATING AND DRINKING IN CLASS

Eating is not allowed in class unless it is an integral part of the lesson. Non-alcoholic beverages may be allowed from a container with a lid.

POLICY ON SMOKING

Creighton University is a tobacco-free environment. Tobacco use is not allowed in any Creighton facility or property at any time. If you smoke, you may do so off campus.

POLICY ON ALCOHOL USE

You may not drink alcoholic beverages unless you are 21 years of age or older. If you are 21 years of age or older, you may drink but you may not purchase alcohol for someone less than 21 years old.

CREIGHTON UNIVERSITY POLICIES

CONFIDENTIALITY OF STUDENT RECORDS

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. FERPA affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Creighton University to comply with requirements of FERPA.

FERPA permits disclosure of educational record information to a student's parent or guardian if the student is their dependent for federal tax purposes. For detailed information on the Confidentiality of Student Records go to www.creighton.edu/registrar/informationandschedules/confidentiality/index

The IELI holds all student educational records in confidence in accordance with the laws of the United States and the policy of Creighton University. Files containing personal information relating to your education at Creighton, kept in the Office of International Programs, are not available to any person or agency except as the law provides. The IELI is very careful about protecting the privacy of each student.

By law, the University is authorized to disclose only "directory" information to the public. This information is limited to: Name, Local Address, Telephone Listing, Home Address, Dates of Registered Attendance, Marital Status.

The University cannot and will not release other information except:

- To school officials within the educational institution having a legitimate educational interest,
- To Federal and State educational authorities concerned with auditing government-supported educational programs provided that the personal identity of students is protected,
- To officials at an institution to which a student is applying,
- Under a court order of which a student has advanced notice, and/or
- In an emergency situation in which human life is in danger.

The IELI will not disclose your country of nationality or visa classification without your consent.

CREIGHTON UNIVERSITY POLICIES (*Continued*)

GRIEVANCE PROCEDURES

Complaint and Grievance Procedures

We want you to have a good educational experience in IELI. If you believe that you have been treated unfairly in any area or are dissatisfied with something at IELI, you should first discuss the problem with the person most directly involved (Instructor or Staff member). Talking directly with the person involved is not only the quickest way to a solution, but also the way most frequently followed by U.S. students. You have access to IELI Instructors and to the Staff during their office hours. We will listen to your concerns and/or complaints, and will make every attempt to resolve the issue. Each Instructor's office hours are posted at the GEO front desk and printed on the class syllabus.

If the grievance is not resolved after you meet directly with the Instructor or Staff member involved, you should file a formal written complaint to the IELI Director. After submitting a written complaint, you should schedule an appointment with the IELI Director to discuss the issue and a possible resolution.

You must submit the written complaint to the Director at least one business day prior to your initial meeting with her. The Director will also meet with the Instructor or Staff member involved. If needed, a meeting will be scheduled with everyone involved: you, your Instructor or the Staff member and the IELI Director. If a decision is needed, the IELI Director will notify you and the Instructor or Staff member of the decision within 5-10 business days after the meeting. If the student is not satisfied with the decision reached by the IELI Director, the student may appeal to the GEO Executive Director.

In summary, if you have a complaint or grievance, please follow these steps for a prompt and fair response:

- 1** Discuss the problem with the course Instructor or Staff member directly involved; do not go directly to the IELI Director or other GEO staff members.
- 2** If the problem is not resolved through a conversation with the Instructor or Staff member, file a formal written complaint to the IELI Director (must be submitted at least one business day prior to your meeting).
- 3** Schedule an appointment to speak with the IELI Director. The IELI Director will:
 - a. Talk to you
 - b. Talk to your Instructor
 - c. Talk with you and your Instructor together (if needed)
 - d. Will provide a decision (if needed), in writing, to both you and the Instructor within 5-10 business days after meeting.
- 4** If you are not satisfied with the IELI Director's decision, you may appeal to the GEO Executive Director.

CREIGHTON UNIVERSITY POLICIES (Continued)

GRIEVANCE PROCEDURES (Continued)

Written Grievances

If you would like to make a written grievance, e-mail or write the IELI Director (jillfox@creighton.edu). In your written letter or e-mail include:

- 1 A brief description of the issue or complaint
- 2 The name(s) of the Instructor(s) or Staff member(s) involved
- 3 The date that you spoke to the Instructor(s) or staff member(s) and the outcome of the conversation

All records of formal complaints and resolutions are kept on file by the IELI Director. All grievance information is shared only with those people concerned.

This policy does not include grievances of discrimination or harassment; procedures for these policies follow University Policies: www.creighton.edu/studentservices/centerforstudentintegrity/

POLICY ON CONDUCT

Creighton's Code of Conduct

The Creighton University community is based on a Catholic, Jesuit tradition and is committed to supporting the intrinsic value of each human being and the promotion of values consistent with personal and academic excellence. In accord with its history, mission, and credo, Creighton University believes that each individual should be treated with respect and dignity.

As a student enrolled in a Creighton program, you are required to follow its student Code of Conduct.

- 1 Act with professional, academic, and personal integrity.
- 2 Respect and promote the dignity of all persons.
- 3 Respect the policies of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members.
- 4 Support the personal, professional, academic, and vocational development of the members of the Creighton University Community.

Creighton's complete [Code of Conduct](#)

Creighton's [Student Handbook](#)

You must become familiar with all policies, including those related to academic honesty, smoking, alcohol and drugs, verbal abuse, sexual abuse and assault.

CREIGHTON UNIVERSITY POLICIES (*Continued*)

POLICY ON ACADEMIC HONESTY

Creighton expects and requires academic honesty from all members of the University community, including the IELI students. Students must understand what is expected of them; therefore, the IELI instructors will emphasize the importance of academic honesty and explain to students the severity of academic dishonesty. **Academic dishonesty is a grave offense** with serious consequences for the student. It carries severe academic penalties.

What is academic dishonesty?

It is a form of lying. It includes **cheating**, [plagiarism](#), and **data falsification**.

Cheating includes:

- Looking at someone else's paper while taking a test
- Copying another student's work
- Using a textbook with the answers already marked in it
- Asking or allowing someone else to do the work for you
- Paying someone to do the work for you
- Submitting/presenting work that was submitted/presented in a previous class
- Submitting someone else's work
- Using cheat sheets

Plagiarism is also cheating. It includes:

- Copying ideas, words, sentences, paragraphs, or whole articles from
 - The Internet
 - A book or magazine, or from
 - Another student's paperand using them as your own.
- Using ideas or information from an outside source as your own. (Common knowledge or well-known facts do not need to be documented.)

Data falsification includes making false claims about research performed, including

- Selective reporting of results that proves your point or
- Excluding reporting results that would not help you prove your point.

How is academic dishonesty addressed?

Academic honesty cases are addressed within the IELI. The IELI Director will assist instructors and students about matters related to the procedures and will facilitate their implementation. Instructors and Director will handle these matters in strict confidence. Only the Instructor and the Director will keep records relating to a case of alleged academic dishonesty.

CREIGHTON UNIVERSITY POLICIES (Continued)

POLICY ON ACADEMIC HONESTY (Continued)

Procedures:

1. Allegation

When an instructor suspects academic dishonesty, he/she will discuss the allegation with the student in person within 2-3 days of the occurrence. Such allegations must be grounded in evidence retained by the instructor.

The instructor's discussion with the student will result in one of the following:

- a. The instructor accepts the explanation provided by the student and the incident is dropped without further action.
- b. The student admits to the allegation.
- c. The student denies the allegation and the instructor maintains the allegation.

2. Notifying the Director

If the student admits to the allegation or if the student denies the allegation and the instructor maintains the allegation, the instructor will notify the IELI Director as soon as possible that he or she has accused the student of academic dishonesty and how the student has responded to the allegation.

3. Meeting with the IELI Director

If the student denies but the instructor maintains the allegation, the instructor and the student should meet with the IELI Director, preferably together, to discuss the allegation. The IELI Director will serve as a mediator.

The meeting with the IELI Director will result in one of the following:

- a. The instructor becomes satisfied that the student did not commit the alleged offense. The instructor withdraws her or his accusation and all records of the accusation are removed from the student's records. No further action is taken.
- b. The student admits to committing the alleged offense. If the student admits to committing the offense during or after this meeting, then the instructor shall impose an appropriate disciplinary penalty.
- c. The student maintains innocence and the instructor maintains that the student committed the offense. If the student does not admit to committing the alleged offense after the meetings with the instructor and the IELI Director, then the instructor may unilaterally impose an appropriate disciplinary penalty.

4. Disciplinary Penalty

Disciplinary Penalties for Offenses Involving a Single Course

If the instructor is convinced that the student committed an act of academic dishonesty, the instructor may impose an appropriate disciplinary penalty, up to and including the assignment of a grade of F in the course in question. The instructor

CREIGHTON UNIVERSITY POLICIES (Continued)

POLICY ON ACADEMIC HONESTY (Continued)

may also recommend or the IELI Director may impose a more serious disciplinary penalty, up to and including expulsion from the IELI. The instructor will inform the student and the IELI Director in writing of the disciplinary penalty and will inform the student in writing that he/she may appeal the instructor's decision to the IELI Director.

Disciplinary Penalties for Offenses Involving Related Instances

When the IELI Director becomes aware that more than one instance of academic dishonesty has occurred, the IELI Director may review the accumulated evidence relating to all alleged offenses in all courses. The IELI Director may impose an appropriate disciplinary penalty in addition to any penalties already imposed by the instructors of the courses in which the alleged offenses took place. The IELI Director will inform the student in writing through certified mail of her decision and of the disciplinary penalty imposed, if any.

5. Student's Right to Appeal

If the student does not agree with the decision or the disciplinary penalty, then the student has the right to appeal the decision to the IELI Director in writing within 10 days of receiving the penalty. The student's right to appeal is intended to protect the student from being charged with or penalized for academic dishonesty without proper justification. A student who appeals an academic disciplinary action to the IELI Director may continue in the program with the same rights and responsibilities as other students, pending the outcome of the appeal.

6. Preparing the Case

The student and the instructor will prepare separate, written accounts of the alleged acts of academic dishonesty, identify witnesses, collect evidence and file these directly with the IELI Director within two weeks of the date the student files the appeal with the Director. The student has a right to assistance at the appeal hearing, in the form of another student, staff, or Instructors member. This person may be present to assist the student but may not question witnesses or make statements. Only the student has a right to make statements.

7. Final Ruling

The IELI Director shall make a final ruling within 10 days and inform the student and the instructor involved in writing of the appeal ruling.

Avoiding Academic Dishonesty

- Always record where you got ideas or information you may use in a paper or report.
- Always put quotation marks around sentences and phrases that come from someone else.
- Always include your sources in your final paper.
- Do not copy homework or test answers from someone else.

Do not ask someone else to do the work for you!

CREIGHTON UNIVERSITY POLICIES (Continued)

POLICY ON HARASSMENT AND DISCRIMINATION

Harassment and Discrimination Policy and Procedures (from the Student Handbook)

Any form of harassment or discrimination is a violation of human dignity. The University strongly condemns any such harassment or discrimination. Whether verbal or physical, conduct of this sort violates another person's rights and can create an intimidating, hostile, or offensive working or learning environment. Such conduct when it is genuinely discerned is subject to prompt and effective remedial action. Students who believe they are victims of harassment or discrimination are encouraged to report the facts to the University in order that the University might investigate and take corrective action where appropriate.

Definition of Harassment and Discrimination

Discriminatory treatment on the basis of race, color, sex, religion, sexual orientation, national origin, age, handicap or disability, marital status, citizenship, maternity or lactation status, status as a veteran or resulting from engaging in protected activity under the anti-discrimination laws.

Examples of harassment include, but are not limited to, intimidation and humiliation as expressed by communications, threats, acts of violence, hatred, abuse of authority, or ill-will that assault an individual's self-worth. Harassment of a non-sexual nature can include slurs, comments, rumors, jokes, innuendoes, cartoons, pranks, and other verbal or physical conduct, frequent, derogatory remarks, and any other conduct or behavior deemed inappropriate by Creighton University.

Reporting Harassment

Persons who believe they are victims of such actions are encouraged to report the incident to the Center for Student Integrity, at (402-280-2718) or to other appropriate University officials. Violation of this policy will result in disciplinary action.

Don't be an offender

- Never do or say anything that is abusive, intimidating, or hostile.
- Always respect the feelings of others.
- If your actions are unwanted, stop immediately.

Reporting harassment

- You should report harassment by an instructor, employee, student, or member of a host family.
- If you want help making the report, go to the IELI Director right away.
- See Creighton's Policy on Harassment and Discrimination, Policy 2.2.3, to learn more about it and the mechanisms to file a complaint if you feel you have experienced either harassment or discrimination.

CREIGHTON UNIVERSITY POLICIES (Continued)

POLICY ON IMMUNIZATION REQUIREMENTS

All Creighton students are required to comply with the University's immunization requirements. All IELI students are required to submit proof of immunization. Some students, depending on their country of origin must also meet Health Screening Requirements. Failure to meet these requirements will result in denial of registration privileges.

A complete list of all immunization requirements can be found [here](#); also see [Appendix F](#). ***If you do not provide us with your immunization/vaccination information, you will be screened and receive vaccinations in Creighton's Student Health. Students will be responsible for charges not covered by their insurance plan.***

Please direct questions to Sue Weston, RN, 402-280-1789 or sweston@creighton.edu.

F-1 VISA HOLDER RESPONSIBILITIES

You must comply with the U.S. Department of Homeland Security regulations while in the United States. Please read the "Instructions to Students" on page 2 of your I-20. Compliance with those instructions and the others listed below will help you maintain legal student status in the U.S. and enjoy its benefits. Consult with the GEO Coordinator of International Student and Scholar Services if you have any questions or plan to make any changes.

To maintain your F-1 visa status, you must do the following:

- 1 Be enrolled full time:** Enroll full time (**four** courses) every Term. Full-time enrollment includes regular attendance to all courses.
- 2 Pay attention to these important documents:**
 - Keep your **I-20 valid**: Request an extension before the expiration date of your I-20. Follow proper procedures for program change or transfer to another school.
 - Your **Passport**: Maintain a valid passport! Six (6) months before it expires, be sure to renew it at your country's embassy in Washington DC.
 - Your **Health Insurance Card**: Keep your health insurance card with you at all times.
- 3 Storing your documents:** Keep your **I-20, I-94 card** and **passport** in a safe but accessible place. Make a copy of all your documents and keep them in a safe place separate from the originals.
- 4 Leaving the U.S.:** After the I-20 completion date, you may stay in the U.S. no more than 60 days.
- 5 Employment:** Before accepting employment, see the Coordinator of International Student and Scholar Services. You will need **permission to work!**

F-1 VISA HOLDER RESPONSIBILITIES (*Continued*)

- 6 Change of address:** Notify the GEO and the Registrar's Office within 10 days of the change.
- 7 Travel outside the U.S.:** The Coordinator of International Student and Scholar Services must sign your I-20 before you travel outside of the U.S. so that you may return. To request the signature, complete the **Break Travel Form** and submit it to the GEO with your I-20. Allow 5 business days for processing!

Documents to be photocopied for the IELI records:

1. Your Passport
2. Your Visa
3. Your I-20
4. Immunization Records, Health Screening Results and, if applicable, Consent to Treatment form.

STUDENT SERVICES

STUDENT IDENTIFICATION (ID) CARD

What the ID card does for you:

As an IELI student, you will receive a Creighton University ID card to allow you to

- Enter your residence hall after 7:00 p.m.
- Use the Kiewit Physical Fitness Center
- Eat in Creighton University cafeterias (with a purchased meal plan)

In addition, you can use your ID card as a debit card if you pre-deposit money for spending in the card. These funds are called "Jaybucks". With a sufficient amount of money available in your card:

- You may use it to wash/dry clothes in your residence hall laundry room
- Make purchases in Creighton's Bookstore
- Make photocopies

Where to get an ID Card or to pre-deposit money in your ID Card

Go to the Card Services Office in the Harper Center (First Floor) between the hours of 8:00 a.m. and 4:30 p.m. The phone number is (402) 280-4700. If you lose or damage your card, you must pay a fee to replace it.

Your responsibilities

- Never let anyone else use your card.
- If you lose your card or it is stolen, notify the Card Services Office as soon as possible. Go to the office or call (402) 280-4700.

STUDENT SERVICES (Continued)

EATING ON CAMPUS

Residence Dining Facilities on Campus

Location: Residence dining facilities are located in **Brandeis** and **Becker Dining Halls**. You will find main entrees, vegetarian entrees, a deli, a grill, pizza, soup and a salad bar for lunch and dinner. A waffle bar, fresh fruit, beverages and desserts are also available.

Hours of operation: Hours are subject to change without notice. Check [posted hours](#).

Meal plans:

For students who live on campus:

If you live in the freshman and sophomore residence halls, you must purchase a meal plan. The following meal plans are available:

- All Access Plan: Unlimited number of meals per week + \$150 dining dollars*
- 15 Meal Plan: 15 meals per week plus \$360 dining dollars*
- 12 Meal Plan: 12 meals per week plus \$460 dining dollars*
- 9 Meal Plan: 9 meals per week plus \$550 dining dollars*

For students who do not live on campus:

You may purchase a Flex meal plan.

- Flex 90: 90 meals *per semester* plus \$450 dining dollars
- Flex 65: 65 meals *per semester* plus \$400 dining dollars
- Flex 45: 45 meals *per semester* plus \$325 dining dollars

***Dining dollars** are an available credit added to the selected meal plan. They come with your meal plan and are only accepted at participating ON-CAMPUS locations. Your Dining Dollar balance does not roll over at the end of the semester.

Payment

Meal plans are purchased during orientation and at the beginning of each subsequent Term. You pay for meal plans at the Business Office located in Creighton Hall. Checks, cash or traveler's checks are accepted in exact amounts only. Present your Student ID card when you purchase a meal plan.

Retail Food Operations on Campus

If you do not live on campus, you can eat at any of these facilities:

1. Wareham Court (Skutt Student Center)
2. Java Jay, (Ground Floor, McGloin Hall)
3. Bird Feeder (Harper Center), convenience store
4. Harper Dining Hall (Harper Center)
5. Brew Jay (Harper Center)
6. Dining Hall in Becker and Brandeis (provided that you have a Creighton ID)

STUDENT SERVICES (Continued)

STAYING HEALTHY

Health care in the United States is expensive. In case you need medical care, the best way to meet this responsibility is to obtain comprehensive health insurance coverage to protect you from unexpected costs. Arranging to pay for medical care is your responsibility.

Health Insurance

To ensure that every international student has adequate health insurance coverage, Creighton **REQUIRES** that international students (except Embassy-sponsored students) enroll in its student health plan, regardless of other health insurance options they might already have. Included in your orientation packet is detailed information on the health insurance coverage.

Medical History and Consent to Treat Forms

In the packet we sent you, we included a **Vaccination/Immunization Records Form** (see [Appendix F](#)). A physician should complete Section 2 of this form and provide test copies where applicable. It is also a good idea that you have a physical exam before you leave your home country to make sure you are in good health.

If you are under 19, your parent/guardian will need to sign the **Consent to Treat** form.

Avoid Getting Sick!

Staying healthy in a new environment, with all the differences in climate, food and language, is a challenge. If you get medical care when you need it, eat a nutritious diet, and get regular exercise, you will stay healthy and get much more out of your experience as a student in the U.S.

Diet

An important part of staying healthy is eating a nutritious and balanced diet. Finding the right foods in a new environment may be difficult. The food most commonly found may not appeal to you. It may help to find some traditional foods from home, especially when you first arrive. If you have special dietary requirements, the campus dining halls may be able to accommodate you.

Exercise

Exercise can also contribute to your good health. If you exercise regularly, you will get sick less often, and have more energy and feel less stress. All of these factors will, of course, improve your academic performance.

STUDENT SERVICES (*Continued*)

If you are not feeling well, where should you go for help?

If you are feeling physically ill or mentally stressed, visit the **Student Health Center** right away.

If you have a real emergency, such as uncontrolled bleeding or a broken bone, go to a hospital emergency room for treatment. Keep in mind that emergency rooms are very expensive; if your condition is not life threatening, you could have to wait a long time to be seen by a doctor or nurse.

SEEKING MEDICAL CARE

Most clinics in the United States are staffed by **physicians** and **nurses**. You may not see a physician (doctor) when you first seek medical care.

Depending on the severity of your symptoms, you may receive care immediately, later the same day or be asked to schedule an appointment for the next day. You may be offered a choice of doctors or other health care providers. Consider whether you would prefer to see a man or a woman, an older practitioner or a younger one, etc. Even if you are not asked, you should make your preferences known. For the best medical care, it is important to choose one clinic and use it throughout your stay. In this way, all those you see will know you, your medical history, and will be able to treat you most appropriately.

The time you spend with health-care providers may seem very brief, with little opportunity for conversation. The doctor or nurse will ask you many questions; some may appear unnecessary or intrusive, but you should try to answer them as completely as possible. You may think the approach abrupt or impersonal; however, the workers are only trying to be efficient and thorough, characteristics central to American culture. It is expected that patients will ask questions about their health, diagnosis, treatment, and costs. American physicians expect their patients to participate in making decisions about medications and treatment choices. If you ever have difficulty understanding anything about your medical status or treatment, ask for clarification. You can ask workers to talk more slowly, to repeat or to write something down. If you think you will need a translator, ask when you make your appointment if someone can assist you, or bring a friend.

International students often hesitate to consult a professional about mental health problems. You not have needed to talk to a psychologist, psychiatric social worker, or psychiatrist at home. It is not uncommon in the United States, however, for students or other individuals with emotional problems to seek professional help. As an international student far from home and lacking your usual support system of family and close friends, you may find it helpful to consult a mental health professional when dealing with issues of adjustment, depression, or stress. The process will be completely confidential. Creighton University's Counseling and Psychological Services can provide you with help for any mental health issue you are having.

STUDENT SERVICES (*Continued*)

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) of 1990 protects the rights of all students, both U.S. and international, to have the opportunity to participate fully in the programs and services of the college or university. Creighton University has an office with specially trained staff to provide support services for students with disabilities. If you have a disability, you will want to find out about the special services that Creighton can offer you.

CREIGHTON'S STUDENT HEALTH CENTER

The Student Health Center, located in the Harper Center, offers a full range of health care services to full-time students. The office hours are 9:00 a.m. to 5:30 p.m., Monday through Friday. Except in cases of a serious illness or severe emergency, it is advised that you receive medical treatment through Student Health **before** seeking other medical care. You may be able to obtain necessary care on campus, thus avoiding unnecessary expenses.

Student Health Center Location

Creighton University
Student Health Services
Harper Center, 1st Floor
Omaha, NE 68178

Phone: (402) 280-2735
Fax: (402) 280-1859

Appointments

- Call 280-2735 to make an appointment
- If you can't keep your appointment, please call to cancel. If not, you may be charged!
- Students who have made an appointment are treated first.
- Take your insurance card with you

Services

Office visits	Immunizations
Laboratory tests	Physical exams
Allergy injections	Minor surgery
X-rays	EKGs

Payment

- Student Health will bill your insurance company first
- You will be billed for services not covered by the insurance

STUDENT SERVICES (*Continued*)

CAMPUS RECREATION

Stay healthy through exercise. For a fee, join the Kiewit Fitness Center or the Rasmussen Fitness and Sports Center.

Activities include

Aerobics	Badminton	Basketball	Racquetball
Running	Squash	Soccer	Table Tennis
Tennis	Volleyball	Weights	

Kiewit Fitness Center (KFC)

The KFC is situated between Swanson and Kiewit Halls and connected to the Skutt Student Center.

Rasmussen Fitness and Sports Center (RFSC)

The RFSC is located to the east of the Ryan Center and to the north of Morrison Stadium.

For information

Call (402) 280-2848.

COMMUNICATIONS

TELEPHONE

All residence hall rooms have free telephone service.

From your residence hall phone, you may:

1. Call on-campus numbers (dial the last four digits only)
2. Make local calls (dial 9 + area code + seven-digit number)
3. Access most 800 numbers (dial 9 + 1 + 800 + seven-digit number)
4. Make long-distance or international calls using a credit card or telephone card (dial 9 and follow the directions on the card)

E-MAIL

It is very important for students to do business via the CU e-mail system. Official University and IELI communication will be sent to your CU e-mail address. Make sure your account is correctly set up. **Check it every day!**

Here is how you can access CU mail:

1. Open a web browser and go to cumail.creighton.edu

STUDENT SERVICES (*Continued*)

2. At the login screen, put in your BLUE credentials. Your user name is your Net ID (this is located on your Student ID Card).
3. You will initially get a “default password” that allows you to access CU mail. Once you’re “connected”, be sure to change your password. For more instructions, go to www2.creighton.edu/doit/accounts/bluepassword/index.php

For additional assistance, please contact DoIT Student Support at (402) 280.1111, Option 2

U.S. POSTAL SERVICE

You may receive personal mail in a mailbox in your residence hall. Contact the mailroom in your residence hall to get your box.

You can send packages at the Mail Center at 709 North 20th Street, from 8:00 a.m. to 4:30 p.m. Monday through Friday.

HOUSING

HOUSING: ON OR OFF CAMPUS?

Deciding to live on or off campus is a hard choice. If you want to be totally involved in campus life, you should consider living on campus. The university residence halls always have some activity in which to participate. The residence halls, often referred to as dormitories or dorms, are very student focused. There is easy access to computer rooms, laundry facilities and the university library. In order to live on campus, you will be required to fill out a housing contract.

OFF-CAMPUS

The Department of Residence Life has a list of apartment complexes that are close to the campus. You will be required to submit a damage deposit, which is usually refundable when you move out, and to fill out an application. Upon being accepted into the apartment community, you will be required to sign a lease.

A “lease” is a binding legal contract between the landlord and you. Once you sign the lease, you are obligated under the law to pay the property owner/landlord the monthly rent that is stipulated on the lease. If you refuse to pay or forget, then under the law the landlord can evict you. Once you are evicted, it can be very difficult to obtain housing somewhere else. You should never sign a lease until you understand all the Terms of your lease and are happy with the surroundings. If you are planning to go home over the summer months but are planning to return, you can talk to your landlord about a sublease. You should also be aware that if you move into an apartment, you are going to incur more bills than if you live on campus. You should check with your landlord to see what utilities are included in the monthly rent.

HOUSING (*Continued*)

RESIDENCE HALL LIVING

IELI students may request lodging on campus. In fact, they are encouraged to live on campus so that they can take full advantage of Creighton activities, events, and interactions with other students and Instructors. Creighton's residence halls are in the heart of campus, next to popular campus locations such as the Kiewit Fitness Center, the Java Jay and St. John's Church. Each residence hall is fully furnished, complete with study rooms, computer labs, laundry facilities and internet access. Please visit the [Department of Residence Life](#) for more information.

Residence Hall Billing: The Housing Office will bill you for your room. Payment can be made at the Business Office in Creighton Hall.

Questions About Your Room

If you have any questions, see the Resident Adviser (RA) on your floor; then, go to the Resident Director (RD) of your residence hall; if you still have questions, visit with the Housing Assignments Director (located in Swanson Residence Hall). If you need help, do not hesitate to contact the IELI Director.

TRANSPORTATION AND TRAVEL

CAMPUS TRANSPORTATION

Campus Shuttle: A Free Service



The Bluejay Shuttle schedules are posted on campus bulletin boards, in the Global Engagement Office, or at the front desks of the residence halls.

- The Bluejay Shuttle runs all school days and Sunday evening the following routes:
 - East Shuttle (from west side of Gallagher) goes to the hospital and east to Kenefick Hall.
 - West Shuttle (from east side of Criss III) goes to the hospital and on west to 38th St.

For further information, click [here](#)!

CITY PUBLIC TRANSPORTATION

BUS SYSTEM: Omaha's public bus system is called MAT (Metro Area Transit). You will need exact change (\$1.25) because the bus does not make change. You can board a bus at any designated bus stop. Call (402) 341-0800 for route schedules and the current cost of bus fare.

TAXIS: There are also several taxi companies in Omaha: Happy Cab, Metro Taxi Express, and Safeway Cabs. Their phone numbers may be found in the telephone book.

OWNING A CAR

Owning and operating a car in the United States can be very expensive. ***YOU MUST HAVE AUTOMOBILE INSURANCE IF YOU OWN A CAR!*** You are breaking the law if you don't.

TRANSPORTATION AND TRAVEL (*Continued*)

In addition to the purchase price of the car and the insurance, you are responsible for paying the sales tax, the licensing fee (annually), a wheel tax (annually), property tax (annually) and a change of title fee, not to mention maintenance and operating costs (oil, gas, repairs, etc.).

You must have a valid Nebraska driver's license to drive or rent a car after your first 30 days in the U.S. or in Nebraska. Not every state will recognize your country's driver's license and/or an international driver's license.

ZIP CARS

Borrow a Zipcar! Creighton has partnered with Zipcar to bring self-service, on-demand car sharing to the area. To use Zipcars, register as a member, reserve a car online or by phone, use your Zipcard to enter the car, and drive away. Return the car to the same location where you picked it up.

Join today at www.zipcar.com/creighton

RIDING A BICYCLE

Bicycles (bikes) are a popular means of transportation for university students. Check the yellow pages of the telephone directory for stores in Omaha that have new and used bikes for sale.

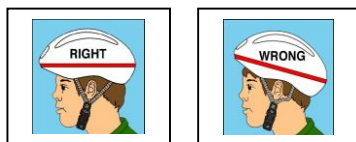
Bike parking racks are located around campus. **LOCK UP YOUR BIKE!** Use a case-hardened chain and padlock rather than a plastic coated cable, and secure both wheels and the frame to the rack.

Bicycle Helmets – Why Should I Wear One?

Each year, bike-related crashes kill about 900 people and injure 567,000 others. Although more people than ever are using bike helmets, only half of the more than 80 million bike riders wear them all of the time; about 43 percent never use helmets. Wearing a bike helmet reduces your risk of serious head and brain injury by 85 percent. Cuts and bruises will heal; damage to your brain can last a lifetime.

Choosing a Bike Helmet

Bicycle shops and discount stores offer various models of helmets, priced around \$20 and up. Choose one that meets the standards of the Consumer Product Safety Commission (CPSC) or the Snell Memorial Foundation. Take some time trying on helmets and choose one with the right size and fit. The helmet should not slide from side-to-side or from front-to-back; nor should it tilt in any direction.



TRANSPORTATION AND TRAVEL *(Continued)*

TRAVEL

To travel to another state, you can drive your own car or rent a car, or take a bus, train, or airplane. The most common forms of state-to-state travel are car and airplane. If you plan to take a trip during a campus holiday, it is useful to make reservations well in advance. Please inform the Global Engagement Office of any extended trips. You are required to report trips out of the country because you will need proper forms and signatures to assist in your re-entry process.

IMPORTANT: If you are planning to leave town at the end of the Term, do consult the IELI calendar before buying a ticket! Do not leave before the Term is over; and make sure you return to town before the new Term begins.

MONEY MATTERS

MANAGING YOUR BUDGET

International students in the U.S. often discover that it is difficult to plan how much money is necessary for food, miscellaneous supplies, and vacation periods before leaving home. With a limited budget, it is important to manage your money carefully. This is especially true at the beginning of your stay here until you become accustomed to the value of the dollar and learn what your essential living expenses will be. It is always wise to “bargain shop” because the same item may be purchased at different prices in different stores.

BANKING

It is not a good idea to carry large amounts of cash with you or keep it in your room. You should deposit your money in a checking or savings account for insured safety. There is a credit union in the Student Center on campus and a number of banks in Omaha.

To open a checking or savings account, you must fill out an application with your name, current mailing address in the United States, and an identification number. Creighton Federal Credit Union (CFCU) has an office and an ATM in the Student Center. The CFCU offers checking and savings accounts. Opening any type of account at CFCU requires a minimum balance of \$5.00 in a savings account. When you open your account, you will need your passport and the money you want to deposit.

When you open a checking account, you will receive checks and a checkbook register, deposit slips and a checkbook cover. The checks will look like this:

Your Name
123 Your Street
Your Hometown, State 12345

12-03

1026

Date

Pay to the Order of \$

DOLLARS

YOUR CHECK

Memo

123456789 1234567890101 1026 12-3/ 456 XX 789

ABA/Routing Number Account Number Check Number

MONEY MATTERS (Continued)

Sample of a Correctly Completed Check:

The image shows a sample of a correctly completed check. The check is from Jane Doe, 123 Main St, Anytown, USA 12345. The date is July 17, 2003. The amount is \$66.00, written as "Sixty Six and 00/100". The check is payable to the order of Stu's Gymnastics. The check is signed by Jane S. Doe. The check is from HSBC Bank USA, Buffalo, NY 14203. The check number is 2489. The MICR line at the bottom is ⑆0000000000⑆0000000000⑆2489⑆0000000000⑆.

Bank Statement: Each month you will receive a statement from your bank. This will help you verify that the amount you have in your check register matches with what the bank says you have as available money. Record every check, ATM transaction, and deposit in your check register. This helps you avoid a potential costly problem. Banks usually charge an overdraft fee each time you write more checks than you have money for.

ATM Card: Most banks now will give you an ATM card (Automated Teller Machine), along with a PIN number (Personal Identification Number). With this card, you can access your money in a variety of ways. All you need to do is insert your card and follow the on-screen instructions. Make sure you don't give your card and PIN number to anyone else or keep the PIN number written in the same place as the card.

Wire transfer: Your parents can "wire" money to your bank account. Make sure you know the special wire number your bank has. Keep in mind that some banks charge a fee for wired funds.

Closing the account: In order to close an account, you must notify the bank in person or with a fax. You are usually required to sign a closing card that authorizes the bank to close your account. You are responsible for any outstanding debts you have.

EMPLOYMENT

Before accepting employment, see the Coordinator of International Student and Scholar Services in the Office of International Programs. You will need permission to work!

Social Security Number (SSN)

Students are allowed to get an SSN only if they will be working. Contact the Coordinator of International Student and Scholar Services to complete a form and have it signed by the Coordinator who is a Designated School Official (DSO) and by their employer. The form is then submitted to the Social Security Administration (SSA) Office at the time of applying for a Social Security card. The SSA will not assign a SSN to any F-1 student unless the student has

EMPLOYMENT (*Continued*)

evidence of on-campus work from the DSO AND evidence of employment from the on-campus employer. There is no fee for applying for a SSN.

Someone from the SSA can assist you if you are uncertain about some of the questions on the application form. They will enter the information into a computer and show you a printout. Please check this very carefully to be sure all the information is correct. You should receive your social security card within three weeks.

Reporting Your SSN

Once you have received your SSN, you must report that number to these Creighton offices: Business, Housing, Registrar, Student Health Services, and Payroll as soon as possible. If you have any questions, contact the Office of International Programs.

TAX REPORTING REQUIREMENTS

Note: This information is not to be used as tax advice.

WHO FILES TAX RETURNS?

Everyone in the U.S., regardless of immigration status, is responsible each year for submitting a complete and accurate income-tax statement to the Internal Revenue Service (IRS), an agency of the U.S. Treasury Department. Americans call the process “filing a tax return”.

EVEN IF YOU DID NOT EARN ANY INCOME, YOU MUST FILE A TAX RETURN!

TAX ASSISTANCE

The Global Engagement Office holds tax preparation assistance sessions during which volunteers help international students complete their tax returns. International students are notified of the dates, times and locations of these sessions via messages sent through the International Students listserv.

U.S. tax laws are difficult to understand, so some students may want to ignore this obligation. Be aware, however, that the amount of information shared by the IRS and the USCIS is increasing each year! It is in your best interest to meet your tax obligations each year!

IMPORTANT DATES

- April 15: This is the last day on which income tax reconciliation forms must be completed (including a check if you owe money) and postmarked by the U.S. Postal Service (campus mail does not count!).

STAYING SAFE

No matter how safe your campus and community appear to be, you should acquaint yourself with your new environment by reading the safety information Creighton provides.

ORIENT YOURSELF UPON ARRIVAL

- Become familiar with your neighborhood and campus by walking around in the daylight
- Ask fellow students or staff members about areas you should avoid at night
- Learn the location of Creighton's Public Safety Office, the city's closest police station and hospital
- Locate the nearest fire alarm box and learn how to report a fire.

PUBLIC SAFETY – ON AND OFF CAMPUS

For off-campus emergency assistance, call 911 -- Omaha Police

The primary duty of the police is to serve and protect you. Do not hesitate to seek their help at any time.

For on-campus assistance, call (402) 280-2104 -- Creighton University's Public Safety

You can use that number when you would like a late-night escort to your car when you are on campus or other non-emergency assistance.

In case of emergency, call (402) 280-2911 -- Public Safety's Emergency Number

Emergency means serious injury or fire. When necessary, they will contact the appropriate local emergency service (fire, ambulance or police) to respond to the emergency.

CRIME: BE CAUTIOUS

The most common crime in the U.S. on campuses across the nation is the theft of property left unattended or in unlocked rooms, cars, or apartments. More serious crimes such as drug dealing, assault and rape do occur. Some behaviors, such as sexual harassment and spouse abuse, are crimes in the U.S. Protect yourself by exercising good common sense and caution:

- Keep your room, car, and/or apartment locked whenever you are away.
- Do not leave your books, backpack, and/or purse unattended anywhere.
- Use caution with strangers who are overly friendly or who offer you gifts.
- Never walk alone at night
- Never go anywhere with someone you do not know, especially to a secluded or unknown place

BAD WEATHER: PROTECT YOURSELF

Winter

1. Dress warmly and stay dry.
2. Do not drive if you do not feel safe doing so.

STAYING SAFE (*Continued*)

3. Listen to the radio or watch TV for school closings. Creighton University usually has school even when other Omaha schools are closed, so listen for Creighton University by name. OR
4. Call (402) 280-5800 to hear if classes are cancelled. Do not call the IELI office.

Thunderstorms and Tornadoes

- A tornado WATCH will be issued when weather conditions are right for a tornado to develop. When you hear that a watch has been issued, turn on a radio or TV for continuous updates on severe weather conditions and review where to take cover if a WARNING is issued.
- A tornado WARNING will be issued when a tornado has actually been sighted or has been spotted on radar. When a warning has been issued for this county (Douglas), the Civil Defense Office will sound the warning sirens.

What to Do in The Event of a Tornado Warning:

1. Take cover IMMEDIATELY. Shelter areas include any basements, basement hallways, tunnels or garages. Additionally, the stairwells from the 5th through the 2nd floors may be used in Swanson and Kiewit Halls.
2. Stay away from all windows or large glassed areas and stay clear of unsupported roof areas.
3. Stay under cover until you hear an "all clear."

MEDICAL EMERGENCIES

After- Hours Medical Emergencies for Campus Residents

For medical emergencies occurring on campus, call Public Safety at (402) 280-2911. For non-emergency health care issues requiring attention outside of regular Student Health Services operating hours, call Public Safety at (402) 280-2104.

For Medical Emergencies Occurring off Campus

Call 911 at any time of day or night.

FIRE

If you see fire or smoke:

1. Activate the nearest fire alarm.
2. Leave the building by the nearest exit.
3. Call Public Safety at 2911.

STAYING SAFE (*Continued*)

If you hear a fire alarm:

1. Leave the building by the nearest exit.
- 2.
3. Do not use an elevator.
4. Stay away from the building.
5. Do not return to the building until you are told to do so.

AFTER DARK

Never walk alone after dark. If you need an escort on campus, call Public Safety at 2104. You should learn the location of emergency telephones on campus. If you see anything suspicious, notify Public Safety at 2911 immediately.

IN THE RESIDENCE HALLS

- Always keep your door locked when you are out.
- Never loan your Student ID card to anyone for any reason.
- Do not keep more than \$50 in your room.

APPENDIX A

THE CITY OF OMAHA, NEBRASKA

Brief History

The first people to live in the area surrounding present-day Omaha were the Otoe, Missouri, and Omaha tribes, who roamed and hunted along the Missouri River. The Mahas, a Nebraska plains tribe, lived where Omaha now stands. Meriwether Lewis and William Clark, on their mission to chart the Louisiana Purchase, reached the future site of Omaha in the summer of 1804, and held council with Otoe and Missouri tribes.

A rush for land officially began in the area on June 24, 1854, when a treaty with the Omaha Native Americans was concluded. The Council Bluffs & Nebraska Ferry Company, the town's founders, named the new town Omaha, from the Maha word meaning "above all others upon a stream" or "up-river people." When it seemed likely that a Pacific Railroad line was to be constructed out of Omaha, the new town was proposed as the site of the future state capital. The first territorial legislature did meet in Omaha on January 16, 1855. Omaha was incorporated in 1857, but Lincoln was designated the capital when Nebraska was admitted to the Union in 1867.

President Abraham Lincoln selected Council Bluffs, Iowa, for the Terminus of the Pacific Railroad; it was subsequently relocated on Omaha's side of the Missouri River. Actual construction began in 1863, the first step in Omaha's development into one of the nation's largest railroad centers.

The historic trial that gave Native Americans their citizenship took place in Omaha and was decided by Judge Elmer Dundy of the U.S. District Court for Nebraska on May 12, 1879; the case is known as *Standing Bear V. Crook*. The Poncas, after accepting a reservation in southeastern South Dakota, decided to return to their homeland. Led by Chief Standing Bear, they were arrested by a detachment of guards sent by Brigadier General George Crook, commander of the Department of the Platte, who was based at Ft. Omaha. General Crook, a veteran fighter in the Indian campaigns, was nonetheless an advocate of fair treatment of Indians. He cooperated fully in the trial, and some evidence indicates he even instigated the suit. Thomas Henry Tibbles, an editor of the *Omaha Daily Herald*, publicized the case nationwide, focusing attention on Omaha and on the humanitarian sentiments of General Crook.

The establishment of the Union Stockyards and the great packing houses in the 1880s invigorated the Omaha economy and drew to the city immigrants from Southern Europe and an assortment of colorful individuals who figured prominently in the city's growth. After a flood in 1881, residents relocated to the other side of the Missouri River, triggering another real estate boom. Fifty-two brickyards were by that time in operation, producing more than 150 million bricks each year. Omaha's first skyscraper, the New York Life Insurance Building (renamed the Omaha Building in 1909), dates from this era.

Father Edward J. Flanagan founded Boys Town in the Omaha area in 1917 with 90 dollars he borrowed and with the philosophy that "there is no such thing as a bad boy." This internationally famous boys' home, which was incorporated as a village in 1936, is located west of the city and now provides a home for boys and girls alike. After World War II, Omaha native and aviation pioneer Arthur C. Storz, son of brewing giant Gottlieb Storz, lobbied to have Omaha designated the headquarters of the U.S. Air Force. Today, Omaha's Offutt Air Force Base serves as headquarters of the Strategic Command, or USSTRATCOM.

During the 1980s, while other cities were trying to attract industries, Omaha began a highly successful campaign to attract telecommunications companies. Promoting advantages like cheap real estate, comparatively low wage and cost of living, and its educated and reliable work force, Omaha succeeded to the point that by 1991 its telecommunications jobs were more than twice the number of meatpacking jobs. Omaha is home to several of the nation's largest telemarketers.

Omaha Today

With a metropolitan area population of almost one million, Omaha is one of the top ten best large cities to live in the United States. The home of internationally known financier Warren Buffett, Omaha boasts five Fortune 500 companies, including ConAgra Foods and Union Pacific Railroad. Omaha is the home of the NCAA Baseball College World Series and the Henry Doorly Zoo, one of the nation's top family tourist destinations. Omaha's own symphony, opera and ballet productions are held in the Orpheum Theatre and the Holland Performing Arts Center. Sport events and popular concerts are held in the new 17,000-seat Qwest Center.

Although Omaha boasts a cosmopolitan atmosphere, it retains much of the flavor of a small town with friendly, caring people. Those of us who live in Omaha agree that it is a city "above all others". For more information about Omaha, go to <http://www.visitomaha.com/>

Local Climate and Weather

Omaha is located on the bank of the Missouri River and is surrounded by rolling hills. The area's continental climate, which produces warm summers and cold, dry winters, is influenced by its position between two zones: the humid east and the dry west. Low-pressure systems crossing the country also affect the weather in Omaha, causing periodic and rapid changes, especially in the winter.

Sunshine occurs 50 percent of the possible time in the winter and 75 percent in the summer. The average annual temperature is 52° F (21° F in January and 76° F in July. The average annual precipitation is 30 inches of rain and 32 inches of snow.

Winter arrives in Nebraska around late October and often lasts through March. The snow can be beautiful, but the cold and ice can be dangerous unless you take certain precautions. When temperatures are well below freezing (32 degrees Fahrenheit, zero degrees Celsius) and cold winds create a "wind chill index", a warm coat, hat, gloves, scarf, and snow boots should be worn to prevent

frostbite. Several layers of loose-fitting, lightweight warm clothing are much better than one bulky, heavy piece of clothing. This also makes it easier to adjust your clothing as you warm up inside so you don't get overheated. Sidewalks and roads can be icy and extreme care should be taken when walking and driving.

During severe storms (i.e.: large amounts of lightning, high winds, tornadoes, blizzards, etc.), it is recommended to tune into a radio station for reports on what kind of severe weather is expected. During severe weather, The Emergency Broadcast System (EBS) will interrupt local radio and television programs to inform people in the affected viewing/listening areas. The EBS also uses "tornado sirens" to notify the general public of a tornado. They also conduct monthly tests of the EBS including television and radio notices (preceded by a high pitched tone followed by a test notice). The sirens are also tested monthly (on the first Saturday of each month). During spring and summer, there are thunder and lightning storms and very occasional tornadoes. In the event of a tornado warning, there are designated locations in each building, on and off campus, where you should take cover. While tornadoes do not happen frequently, it is advisable to be aware that they are possible in this region from early spring through the middle of fall (April through October).

APPENDIX B

CREIGHTON UNIVERSITY: YOUR HOME AWAY FROM HOME

CREIGHTON'S MISSION AND IDENTITY

Creighton is a Jesuit university, rooted in the Catholic tradition. At Creighton, we live this mission and are guided by our identity. Because we are Catholic, we approach education with a passion for learning and a zeal for making a difference in our world. In the Catholic intellectual tradition, we celebrate our diversity, we learn through dialogue, and we pursue the truth in all its forms. As a Jesuit university, we are continually bringing the richness of a 450-year-old educational tradition to bear on the most contemporary issues of our world. Our Jesuit vision commits us to form women and men of competence, conscience and compassion who have learned from reflecting upon their experiences of being for and with others. We do this in service of a faith that does justice.

For over 130 years, Creighton has been educating men and women who are successful in their professions and leaders in their communities. Creighton itself is a leader among U.S. colleges and universities.

The U.S. News and World Report ranks Creighton first among Midwestern comprehensive universities and the Princeton Review lists Creighton as one of the “Best Colleges” in the nation.

Creighton's 8,000 students come from every state of the U.S. and more than 40 countries. The 11:1 Student-Instructors ratio has earned Creighton a “best value” ranking by Money magazine. Seventy-one percent of our undergraduates finish in four years, placing Creighton in the top five percent among all U.S. colleges and universities.

The undergraduate colleges (Arts and Sciences, Business Administration and Nursing) offer over 50 different majors. The university offers precedence to its own qualified undergraduates seeking entrance to professional schools – law, medicine, dentistry, nursing, pharmacy, physical therapy and occupational therapy.

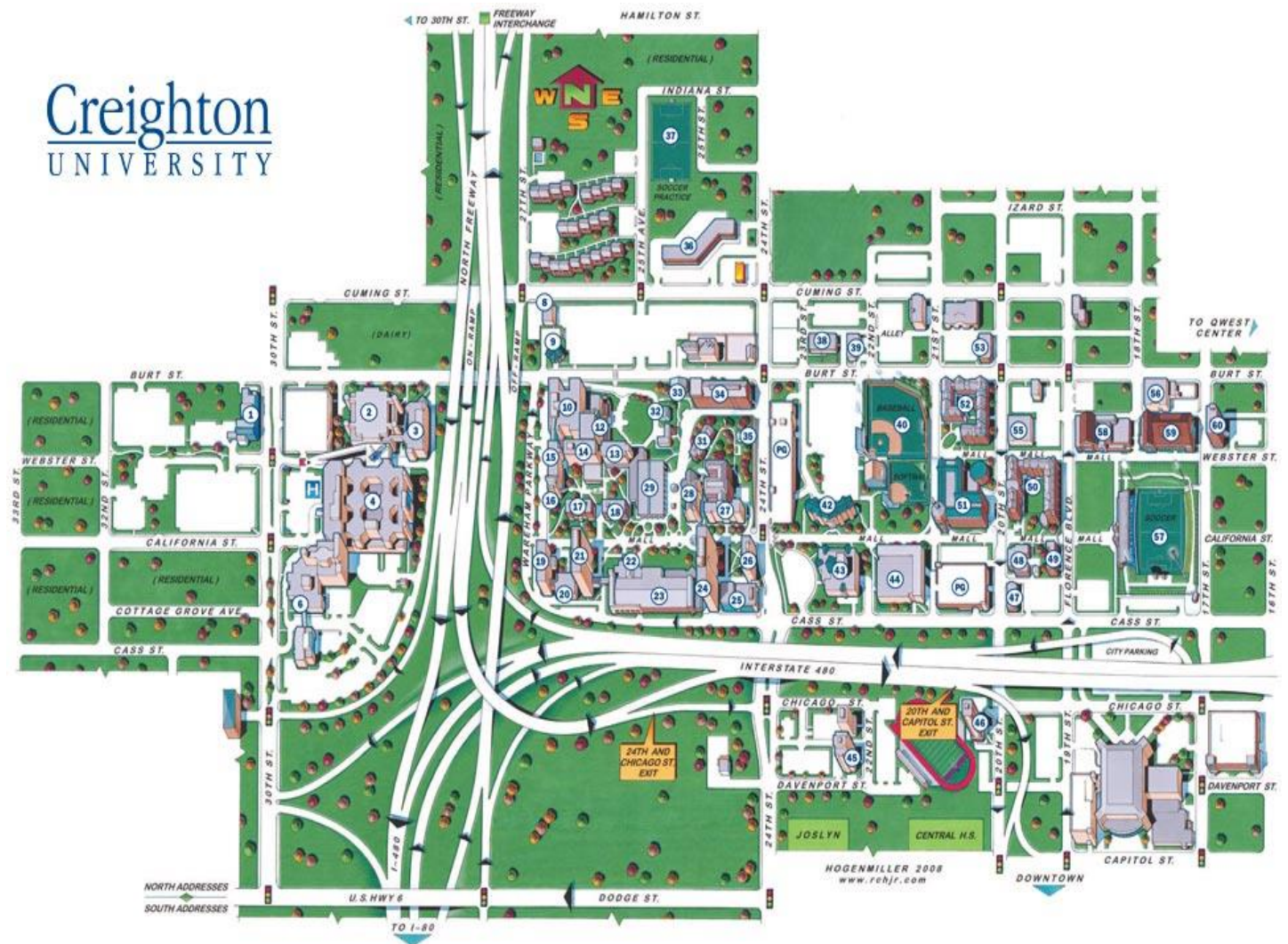
Campus facilities include a well-equipped fitness center, a student center, three major libraries with combined volumes in excess of 3,250,000, a brand-new science building with state-of-the-art laboratory equipment, and abundant computer resources. There are over 200 student organizations at Creighton, including academic, social and athletic groups and clubs. And speaking of sports, Creighton is an NCAA Division I university!

A list of classes and majors can be found in the university Bulletin, along with a list of student organizations. To “visit” Creighton University, please go to <http://www.creighton.edu>

PARTICIPATING IN CAMPUS LIFE

Academic achievement is your primary goal in the United States, but a good social life is important, too. Friends and recreation contribute to a balanced life. Living in another country presents a great opportunity to learn about another culture and to share your own culture with others. This can be exciting and fun. However, it can be difficult to find the balance between adapting to the new culture and maintaining your own beliefs and values. You will learn a lot through experience, but asking questions is also a good way to discover things about this new culture or to clarify misunderstandings. You will find there are many people who will enjoy visiting with you about these things once they know you are interested. And, most importantly, you will learn English and the U.S. culture much faster!

CAMPUS MAP



APPENDIX C

AMERICAN CULTURE

Friendship

As is probably true in your own culture, it takes time for close friendship to develop between Americans. Nevertheless, most Americans are very “friendly” and appear to be very open when you meet them. You may hear Americans refer to acquaintances, such as persons who happen to sit together in class, as “friends”. There are, however, degrees of friendships.

In the United States, people often say, “Hi, how are you?” or “How are you doing?” and then do not wait for a response. This is a polite phrase, not really a question. You can respond by saying, “Fine, thanks.” Or you may hear Americans say, “Drop by anytime” or “Let’s get together soon.” These are friendly expressions, but they may not be meant literally. Americans tend to be informal people. A handshake, smile, and a simple greeting of “Hello, how are you?” is usually what is said. It is also common to casually greet someone with a smile and say “hello” as you pass. Some other common expressions you might hear are: “Hey! What’s up?” or “How’s it going?”

It is polite to call someone on the telephone before you visit. Even without an invitation, it is acceptable to call a new acquaintance to see if he or she would like to go to a campus activity with you. It is also important to note that you should not be offended if the other person you say hello to says nothing at all. Also, you shouldn’t feel as though you need to say anything if another person says hello to you and you do not know who they are.

You will have to make an effort to meet people so that friendships can develop. Because crossing borders to study is a unique and powerful experience, you may find, at least initially, that you have more in common with other international students than with Americans, and some of your strongest friendships will be made with other international students. Soon you will meet Americans who have studied abroad and who can relate to your experience as well as individuals who share your interests, academic and otherwise.

Many students believe there is no better place to make friends than the college dormitory. There may be 30 students living on your floor with different accents, different musical tastes, and possibly 30 different standards of acceptable behavior. Be prepared for very open discussions. Participate in dormitory life and become involved in activities and functions.

Relationships with roommates work best when the dual arts of flexibility and compromise are practiced. Your roommate may or may not become a friend, but there is no reason you should not develop a good relationship. If necessary, the university will offer guidance and advice to help you.

Invitations

Over the course of your stay here, you will receive invitations to go out with friends or join someone for dinner at their home. Your hosts will not be offended if you must refuse an invitation, but you

should not accept an invitation and then not attend. If for some reason your plans change, let the host know as soon as possible. Usually on a written invitation, there will be the initials RSVP, which stands for “*répondez s’il vous plaît*” or “reply if you please”. That allows the host/hostess to know how much food, etc. to prepare. If you do not have transportation, it is quite permissible to tell the host this and he/she will try to make arrangements for you.

Americans assume you will arrive on time. If you are delayed, it is polite to notify your host. Verbal or written thanks are both polite ways to express your gratitude for the occasion. However, it is best to write a thank you note after being hosted for a dinner or evening/day out.

Dating

You may be surprised by the informality of relations between men and women in the United States. Couples go out alone in the evening to attend a movie, concert, lecture, or party; students may even get together for a “study date”. In the past, the man usually asked the woman, and the man paid the expenses of the movie, concert, or a meal. Today, a woman may ask a man to go out with her. Whether the man or the woman offers the invitation, students often share the expense or take turns paying.

Relationships between American men and women of college age range from simple, casual friendships to strong, emotional and physical commitments. As your friendships develop beyond acquaintances, you may not always understand what your partner expects of you. Whatever the relationship, the best policy is honesty and frankness. Although sometimes embarrassing, it is best to express your feelings and intentions so you can avoid misunderstandings and even greater discomfort. If your date appears interested in a sexual relationship and you are not, it is very important that you say so clearly. And if someone seems to be saying no to you, listen. Unwanted sexual attention is a very serious matter in the United States. Do not interpret the acceptance of a date as anything more than an agreement to a certain time and place and to spend some time together.

If you are in doubt about correct behavior, you should talk with American friends, your homestay family or with your international student advisor. Be aware that alcohol and dating can be a problematic mix, particularly in a cross-cultural setting.

Practicing Your Religion

The United States is a multicultural society founded on tolerance and mutual respect; you should not hesitate to seek out opportunities to practice your religious beliefs. Organized religious groups of many denominations are likely to be found here at Creighton University and in the Omaha area. The Global Engagement Office can help you locate such organizations.

Although America has a higher rate of church attendance than most other western societies, many Americans are uncomfortable discussing religion. Some Americans shy away from the topic altogether. Others will want to share their religious views with you. Most people are sincere and

straightforward, but some may try to take advantage of you or convert you to their religion by offering you their friendship. If you begin to feel uncomfortable in such a situation, politely, but firmly, explain that you are not interested.

Personal Hygiene

Americans tend to be more concerned with personal hygiene than many people of other cultures. Most people bathe daily and even more than once a day if they are involved in heavy physical activity. Many people are sensitive to body odor and bad breath. You may notice that people wear a lot of perfume and use perfumed soaps and shampoos.

They are equally concerned about their clothes appearing and smelling clean.

While norms in your country may not be this extreme, it is important for you to know that people here will have strong feelings about the topic of personal hygiene. They are not likely to discuss it openly, but it could affect how they think of someone. Americans will be evasive if your smell offends them. It is a barrier they cannot forget in getting to know someone. If you have questions about this, as with anything else, please do not hesitate to ask the Coordinator of International Student and Scholar Services, or anyone else you feel comfortable discussing it with.

APPENDIX D

UNDERSTANDING AMERICANS: SOME KEY VALUES

America's population reflects remarkable ethnic diversity. More than 20 percent of the population of two major cities, Los Angeles and New York, were born in another country. In some other major cities (including San Francisco and Chicago) more than one in every ten residents is foreign born. Non-Caucasian people outnumber Caucasians in several large cities. Newspapers commonly use such Terms as "Asian-American", "Italian-American", and "Arab-American" to reflect the persistence of various ethnic heritages within the United States. There are people whose skin is labeled white, black, brown, yellow and red.

America's population includes Catholics, Protestants of many denominations, Jews of various persuasions, Moslems, Buddhists, animists, and people who believe in on Supreme Being or higher power. There are people who have years of formal education and people who have nearly none. There are very rich as well as the very poor. There are Republicans, Independents, Socialists, Communists, Libertarians, and adherents of other political views as well. There are lawyers, farmers, plumbers, teachers, social workers, immigration officers, and people in thousands of other occupations. Some live in urban areas and some in rural ones.

American Values	What they mean...
Individualism/Privacy/Independence	People are seen as separate individuals with individual needs, not as group members. People need time to be alone and to be by themselves.
Equality/Egalitarianism	People have equal opportunities. People are respected for who they are as individuals, not because of which family they come from.
Time	Time is valuable. Achievement of goals depends on productive use of time.
Informality	Americans believe that formality is un-American. People are very casual in the manner of dress and speech.
Future/Change/Progress	Americans are generally less concerned about history and tradition than people from older societies. The future is bound to be better.
Achievement/Action/Work/Materialism	Material goods are seen as just rewards for hard work. Americans are doers. Americans like action.
Directness/Assertiveness	Americans tend to speak openly and directly about things they do not like. Sometimes it is hard to distinguish the line between assertiveness and from being too pushy.

How Americans See Themselves

Americans do not usually see themselves, when they are in the United States, as representatives of their country. They see themselves as individuals, who are different from all other individuals, whether those others are Americans or international. Americans may say they have no culture, since they often conceive of culture as an overlay of arbitrary customs to be found only in other countries. Individual Americans may think they chose their own values, rather than having had their values and the assumptions on which they are based imposed on them by the society in which they were born. If you ask them to tell you something about “American culture”, they may be unable to answer and they may even deny that there is one.

At the same time, Americans will readily generalize about various subgroups within their own country. Northerners have stereotypical views (that is, over-generalized, simplified notions) about Southerners, and vice versa. There are stereotypes of people from the country and people from the city; people from the coast and people from the inland; people from the Midwest; minority ethnic groups, minority religious groups; Texans, New Yorkers, Californians, Iowans, and so on.

APPENDIX E

CULTURE SHOCK AND CULTURAL ADJUSTMENT

Culture shock is not quite as shocking or as sudden as most people expect. It is part of the process of learning a new culture that is called “cultural adaptation”. You may experience some discomfort before you are able to function well in a new setting. This discomfort is the “culture shock” stage of the adaptation process. The main thing to remember is that this is a normal process that nearly everyone goes through.

Just as you will bring clothes and other personal items with you to the United States, you will also carry invisible “cultural baggage” when you travel. That baggage is not as obvious as the items in your suitcase. But it will play a major role in your adaptation abroad. Cultural baggage contains the values that are important to you and the patterns of behavior that are customary in your culture. The more you know about your personal values and how they are derived from your culture, the better prepared you will be to see and understand the cultural differences you will encounter.

What to Expect

Anticipating future events and possibilities makes it easier to deal with them when they happen. For example, it helps to anticipate your initial departure and plan ways to maintain relationships with people at home while you are away. Be sure to allow ample time to say good-bye to all the people that are important to you, and plan how to keep in touch. This assures people that you will continue to care about them.

Planning to stay in touch does not require a promise to write or telephone on a strict schedule, but it does help to establish a realistic interval between communications. You will be extremely busy getting settled and learning about your new environment, so it is essential that long periods between communications do not alarm your family and friends at home.

Some surprises always await you when you arrive in a new place. People may walk and talk more quickly, traffic patterns may be confusing, and buildings may look different than expected. Such differences are easy to see and are quickly learned. The housing arrangements at your university or college, the manner in which classes are taught, registration of courses, and other procedures may seem strange or very confusing. The international student office is often the best place to go for help with such matters.

Studying abroad, however, means making big changes in your daily life. Generations of students have found that they go through a predictable series of stages as they adjust to living abroad.

At first, although the new situation is a bit confusing, most students also find it to be exhilarating, a time of new experiences, sights, sounds and activities. With so much to learn and absorb in the new culture, the initial period of settling in often seems like an adventure. During this time, you will tend to look for and identify similarities between your home culture and your host culture. You will find that

people really are friendly and helpful. The procedures are different, but there are patterns, things you can learn and depend on. You may classify other aspects of the culture that seem unusual or even unattractive as curious, interesting, or “quaint”. There will be many opportunities to meet people off campus; such opportunities can be rewarding, but they also present an expanded array of cultural puzzles.

Emerging Differences

Gradually, as you become more involved in activities and get to know the people around you, differences (rather than similarities) will become increasingly more apparent to you. Those differences may begin to seem more irritating than interesting or quaint. Small incidents and difficulties may make you anxious and concerned about how best to carry on with academic and social life. As these differences emerge, they can be troubling and sometimes shocking. But culture shock does not happen all at once. It is a feeling that grows little by little as you interact with other students, instructors, and people in the community.

For many, this gradual process culminates in an emotional state known as “culture shock”, although it is seldom as dramatic as the Term implies. The common symptoms of culture shock are:

- Extreme homesickness
- Desire to avoid social settings which seem threatening or unpleasant
- Physical complaints and sleep disturbances
- Depression and feelings of helplessness
- Difficulty with coursework and concentration
- Loss of sense of humor
- Boredom or fatigue
- Hostility toward the host culture

Your “cultural comfort level” will vary over time as you move in and out of your home culture.

Coping with Culture Shock

The most effective way to combat culture shock is to step back from a given event that has bothered you, assess it, and search for an appropriate explanation and response. Try the following:

- Observe how others are acting in the same situation
- Describe the situation, what it means to you, and your response to it
- Ask a local resident or someone with extensive experience how they would have handled the situation and what it means in the host culture
- Plan how you might act in this or similar situations in the future
- Test the new behavior and evaluate how well it works
- Decide how you can apply what you have learned to the next time you find yourself in a similar situation

Throughout the period of cultural adaptation, take good care of yourself. Read a book or rent a video in your home language, take a short trip if possible, exercise and get plenty of rest, write a letter or telephone home, eat good food, and do things you enjoy with friends. Take special notice of the things you enjoy about living in the host culture.

Although it can be disconcerting and a little scary, the “shock” gradually eases as you begin to understand the new culture. It is useful to realize that often the reactions and perceptions of others

toward you – and you toward them – are not personal evaluations but are based on a clash of cultural values. The more skilled you become in recognizing how and when cultural values and behaviors are likely to come in conflict, the easier it becomes to make adjustments that can help you avoid serious difficulties.

Will I Lose My Own Culture?

Sometimes students worry about “losing their culture” if they become too well adapted to the host culture. Don’t worry: it is virtually impossible to lose the culture in which you were raised. In fact, learning a new culture often increases your appreciation for and the understanding of your own culture. Don’t resist the opportunity to become bicultural, the ability to function in two cultural environments.

Just as culture shock derives from the accumulation of cultural clashes, so an accumulation of small successes can lead to more effective interactions within the new culture. As you increase your abilities to manage and understand the new social system, eventually you will adapt sufficiently to do your best in your studies and social life and to relax and fully enjoy the experience. And you will recover your sense of humor!

APPENDIX F

Required Vaccination/Immunization Records: IELI Students

- Complete **Immunization Records** must be on file before a student is allowed to attend classes.
- Students who do not present **Immunization Records** at the time of Registration will be tested, receive vaccinations in Creighton's Student Health and pay for charges not covered by their insurance.

Click [here](#) for another copy of the form (same as you received in your admission packet).

These are the required immunizations you must provide:

All Students (Attending classes on Campus) ** Due July 1st ** **Transfer students by January 1st **	
<input type="checkbox"/> Measles, Mumps, & Rubella (MMR) 2 doses MMR vaccine given after the 1st birthday and at least 30 days apart are required of all students born after 1957. OR Positive blood tests showing immunity for Measles, Mumps and Rubella are accepted. History of illness does not meet this requirement. * A registration hold will be placed on students who are not compliant.	
Resident (Living on Campus) Students ** Due July 1st ** **Transfer students by January 1st **	
<input type="checkbox"/> Measles, Mumps & Rubella (MMR) (See Above under ALL STUDENTS) <input type="checkbox"/> Meningitis Vaccine 1 dose Meningitis vaccine given after 16 years of age. Applies to ages 21 and under <input type="checkbox"/> Tdap Vaccine 1 dose Tdap vaccine (Tetanus, Diphtheria, Pertussis) given after licensure date: May, 2005 <input type="checkbox"/> Varicella (Chicken Pox) Verification of Chickenpox disease OR 2 doses Varicella vaccine	
International Students ** Due July 1st ** **Transfer students by January 1st **	
<input type="checkbox"/> Must meet requirements for ALL STUDENTS (see above) If living on campus, must also meet requirements for ALL RESIDENT STUDENTS. <input type="checkbox"/> Tuberculosis Screening: Screening will be done upon arrival to campus unless documentation is provided of a negative PPD skin test, done within the past 12 months. *PPD skin test is required regardless of prior BCG vaccine. Students with a history of a Positive PPD: <ul style="list-style-type: none">○ Chest X-ray done within the past 12 months in the US.○ QuantiFERON Gold blood testing is also acceptable.	

APPENDIX G

IELI Achievement Scale Descriptors

At the end of each semester a successful student can:

	Beginner	Intermediate	High Intermediate	Advanced
Grammar	The student can use basic tenses, including simple present and past, present and past progressive, and the future tense. Knows the forms and can use nouns and pronouns, modal auxiliaries, modifiers, and possessives.	The student can proficiently use basic tenses, including the present and past perfect tenses. Is proficient in the form and use of nouns, pronouns, modal auxiliaries, question formation, coordinating and subordinating conjunctions, comparatives, and superlatives.	The student can proficiently use all verb tenses and passive forms. Is proficient in subject – verb agreement, nouns, pronouns, and modals. Knows the forms and can use noun clauses, adjective clauses, and adverb clauses.	The student can use verb tenses, including passive, effectively. Can use noun clauses with quoted and reported speech, as well as adjective clauses/reduced adjective clauses, and adverb clauses/reduced adverb clauses. Is proficient in the use of gerunds and infinitives, conjunctions, and connectives. Can use conditional sentences and wishes.
Writing	The student can use basic strategies and skills to write paragraphs. Understands the basic process of writing. Can analyze the structure of a paragraph and various paragraph orders. Can understand and write narrative, descriptive, and process paragraphs. Can use basic vocabulary, discourse markers, grammatical forms, formatting, and mechanics for a basic level.	The student can use skills and strategies to write paragraphs and essays. Understands paragraph organization and can use examples and details to support a topic sentence, maintain paragraph unity, coherence, and cohesion. Can expand paragraphs into essays. Can use the writing process to develop various academic writing assignments, including comparison/contrast, process, description, narration, summaries, logical division, and opinion. Can use appropriate word choice, formatting and mechanics, as well as more complex and accurate grammatical forms and sentences structures.	The student can use developed skills in essay organization and development. Can develop appropriate thesis statements, topic sentences, and subtopic sentences organized logically and supported with appropriate specific details, examples, facts, and statistics. Is able to write various types of academic essays, including cause/effect, comparison/contrast, classification, and persuasion/argumentation. Is able to write summary/response and reflective assignments. Can appropriately use and document outside sources. Can use academic vocabulary and more complex grammar forms and mechanics.	The student can use effective essay organization and development for university – level writing assignments. Can use critical thinking and reading skills to discuss readings, videos, and other outside sources to develop writing assignments, including summary/response, reflection, logical division, comparison/contrast, cause/effect, problem – solution, and persuasion/argumentation. Is able to write a report and 3 – 5 page research papers. Can use effective and convincing development and organization. Can use appropriate documentation, effective word choice, and accurate grammar and mechanics. Can engage in writing conferences to critically discuss work and progress.

Reading	<p>The student can read and comprehend simple, beginner – level texts. Can apply the skills of previewing, predicting, skimming, and scanning to simple texts. Can analyze simple texts to identify topic, and basic organization. Able to use basic visual aids. Use basic strategies and skills in vocabulary – building to increase comprehension. Can participate in group discussion on readings.</p>	<p>The student can use academic reading comprehension strategies and skills with intermediate – level texts. Can identify the theme and organization of texts. Can use critical thinking skills such as inference to analyze and react to texts. Can participate in group discussions. Can use intermediate - level academic vocabulary.</p>	<p>The student can use comprehension strategies and skills to read high intermediate – level texts quickly. Can annotate and analyze the structure of texts. Can summarize texts. Can analyze and react to texts orally and in writing. Can apply critical thinking skills, draw inferences, evaluate, compare and synthesize ideas from multiple texts in class discussions and activities. Can use high intermediate academic vocabulary. Can read a young adult work of fiction outside of class and present an oral book report on it.</p>	<p>The student can comprehend and interpret authentic passages from advanced and college – level texts. Can analyze and annotate texts to identify the organization, summarize the main points, determine the author’s purpose, tone and potential bias, and interpret complex grammatical structures in texts. Can use critical thinking skills to draw inferences, analyze, compare evaluate and synthesize information from multiple texts in class discussion and writing. Can apply knowledge of stems and affixes to determine meaning from new vocabulary. Can use extensive academic vocabulary. Can participate in group discussion. Can read a challenging work of fiction and present an oral book report on it.</p>
Speaking and Listening	<p>The student can use basic speaking, listening, and note taking strategies and skills with content on general interest and cultural topics. Can engage in basic conversation. Can apply basic pronunciation, academic speaking, and listening skills. Can understand basic reduced speech forms. Can use basic functions of English. Is able to give both formal and informal oral presentations.</p>	<p>The student can use strategies and skills for academic listening, note taking, and speaking. Can comprehend lectures on cultural/general interest topics and academic topics. Can take notes on lectures and discuss them in groups. Has improved pronunciation skills. Can understand and use idioms, reduced speech forms, and functions of English. Can give informal and formal oral presentations, including using PowerPoint. Can participate in a variety of communication situations.</p>	<p>The student can comprehend challenging lectures on academic topics and use note taking and academic discussion skills. Can use a large range of idioms and functions of English in appropriate conversational and classroom contexts. Can apply refined pronunciation skills. Is able to give informal and formal presentations, including PowerPoint. Can participate in a variety of communication situations.</p>	<p>The student has proficient academic and note taking strategies and skills to accomplish university level coursework. Is able to comprehend lectures on complex academic topics given at a typical native speaker pace. Can apply effective conversation and academic discussion skills and strategies. Can use advanced idioms and metaphoric language, a variety of functions of English, and reduced speech with complex modals. Is able to give academic presentations, including PowerPoint, and participate in various speaking activities, group discussions, debates, group presentations, and impromptu speeches. Is familiar with university classroom culture and the speaking, listening, and note taking expectations in college courses.</p>

