



Middlebury Institute of  
International Studies at Monterey



2019

# Intensive English as a Second Language Program Handbook

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# WELCOME LETTER

Dear Intensive English language student,

Welcome to the Middlebury Institute of International Studies at Monterey!

This handbook was designed to help students during their studies in the Intensive English as a Second Language program. It serves as a resource to answer student questions regarding school, Monterey, and daily life.

Outside of class, there are many exciting opportunities and activities in Monterey and the surrounding areas, and we hope that this handbook will help students make the most of these opportunities.

This is the beginning of a great adventure into the English language, and we hope this handbook enhances your student experience here at our program.

If you have questions that cannot be answered here, you are welcome to come and talk to the associate director, one of the teachers, a tutor, or a staff member of the Student Services Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Rogers Walker", followed by a period.

Rogers Walker

Associate Director of Intensive English Programs

# MISSION

The Middlebury Institute of International Studies at Monterey provides international professional education in areas of critical importance to a rapidly changing global community, including international policy and management, translation and interpretation, language teaching, sustainable development, and non-proliferation. We prepare students from all over the world to make a meaningful impact in their chosen fields through degree programs characterized by immersive and collaborative learning, and opportunities to acquire and apply practical professional skills. Our students are emerging leaders capable of bridging cultural, organizational, and language divides to produce sustainable, equitable solutions to a variety of global challenges.

**Our mission at the Intensive English Programs is to create an innovative learning environment where students work collaboratively on meaningful tasks. Building academic, intercultural and language skills, students gain the knowledge, learning strategies and confidence necessary to achieve their own goals in the classroom and beyond.**

# PROGRAM GOALS

- To improve each learner's ability to use English effectively by developing both fluency and accuracy in verbal and written communication.
- To make available to each learner opportunities to engage in meaningful communication in English within the classroom, on campus, and in the local and international community.
- To assess each student's language-learning needs, strengths, and development, and to work together to facilitate progress toward personal, academic, and professional goals.
- To foster in each learner an awareness of individual language learning strengths, weaknesses, and strategies, and to encourage the development of individual autonomy in the learning process.
- To create an environment where all students, faculty, and staff work together to increase each other's understanding of and sensitivity to other cultures.
- To nurture an atmosphere where students feel sufficiently secure, supported, and confident to embrace challenges, reflect on their learning and experiences, and apply learning for personal growth.
- To introduce learners to the formal and informal expectations of American education and culture.
- To encourage collaborative and innovative learning and leadership in students, faculty, and staff alike.
- To create and continuously maintain an innovative, reflective, and professionally responsible model of second language instruction in which faculty, staff, and teachers-in-training collaborate to maximize student achievement while contributing to personal, professional, and program development.

# 2019

# P R O G R A M D A T E S

<b>Winter 2019</b>	<b>10 weeks</b>
New Student Orientation	January 3-4
Classes Begin	January 4
Martin Luther King, Jr. Holiday	January 21
Classes End	March 15
Commencement Ceremony	March 15
<b>Spring 2019</b>	<b>10 weeks</b>
New Student Orientation	March 28-29
Classes Begin	March 29
Memorial Day Holiday	May 27
Classes End	June 7
Commencement Ceremony	June 7
<b>Summer 2019</b>	<b>8 weeks</b>
New Student Orientation	June 17-18
Classes Begin	June 18
Independence Day Holiday	July 4
Classes End	August 9
Commencement Ceremony	August 9
<b>Fall 2019</b>	<b>10 weeks</b>
New Student Orientation	September 3
Classes Begin	September 4
Columbus Day Holiday	October 14
Classes End	November 15
Commencement Ceremony	November 15

# GENERAL CONTACT INFORMATION



## SCHOOL OFFICE LOCATION

Kinnoull House

462 Van Buren Street

Monterey, CA 93940

## HOURS

Monday – Friday: 9:00 a.m. – 5:00 p.m.

The office is closed on Middlebury Institute of International Studies holidays.

## OFFICE NUMBER

(831) 647-4115

## FAX NUMBER

(831) 647-3534

## EMAIL ADDRESS

[languages@miis.edu](mailto:languages@miis.edu)

## HOMEPAGE

[go.miis.edu/esl](http://go.miis.edu/esl)

## SOCIAL MEDIA

**Facebook:** [facebook.com/miis.iesl](https://www.facebook.com/miis.iesl)

**Twitter:** [twitter.com/LanguagesatMIIS](https://twitter.com/LanguagesatMIIS)

**Instagram:** [languagesatmonterey](https://www.instagram.com/languagesatmonterey)

# STAFF AND FACULTY

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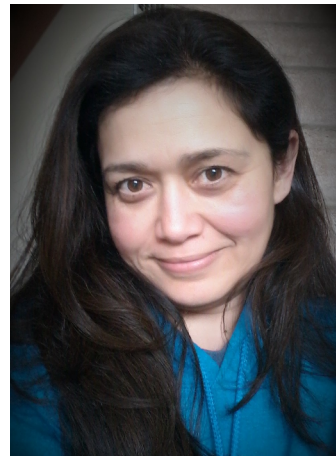
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# I. FACILITIES

## CLASSROOMS

Classes are located on the first floor of the **Kinnoull House**. There are four classrooms.

## THE INSTRUCTIONAL LAB/RESOURCE CENTER

**The Resource Center** includes our **Instructional Lab** that is located on the first floor of Kinnoull, and it has four iMACs available for classroom and student use. The Resource Center houses books that are available for students to check out. Books include English language learning books, pleasure reading books, and magazines. The Resource Center is open during normal school hours for student use.

If a student would like to learn about titles available, they can look through the library or use the “ESL Library” computer program installed on the iMac with a sign on it. This program is an electronic list of all books in the ESL library. Students may use it to find titles and see if a book is available.

If a student would like to check out a book, there are directions next to the computer on how to use the program. Teachers will also train their students on how to use this program. Students are welcome to keep books for as long as they need, but they need to return all books before the end of every session.

Students are welcome to use the Resource Center during normal school hours for personal and academic reasons, as long as it is not needed for use by a class. Students do not need to sign up to use these computers, and can save their student work on them. However, at the end of every session, all student and classroom work will be deleted.

We ask that students do not change the bookmark or navigation settings on Safari. Please visit the bookmarks to check out local places to visit in Monterey and other English Language Learning websites.

## OFFICES

The offices of the Associate Director, instructors, and tutors are on the second floor of the Kinnoull House. Additionally, the Break Room and Teacher’s Meeting Room are also located upstairs.



# II. ACADEMIC INFORMATION

## ORIENTATION

Students spend the first two days of the program participating in an orientation for new students. Once classes begin, new and continuing students are no longer separated. Students will be provided breakfast and lunch on the first day of orientation, so there is no need for students to bring their own food.

The orientation aims to achieve the following:

- Introduce new students to other new students, teachers, and staff.
- Familiarize students with the MIIS campus and general facilities.
- Give students necessary materials for classes and life in Monterey.
- Place students in the appropriate level for classes.
- Answer student questions about student health insurance and registration fees.
- Provide students with workshops on learner training to help them understand IESL courses offered here.
- Explain academic expectations, extracurricular activities, and student resources like tutoring.
- Connect students to the MIIS network, wireless internet, and email system.

The IESL program also offers ongoing orientation with workshops held throughout the semester. These workshops are mandatory, and students must attend. These workshops are held after classes at least once a month for one to two hours. Topics include housing, culture shock, study skills, health and wellness, and other needs indicated by students.

All useful information and materials from orientation trainings and workshops are added to the IESL Canvas site. More information on Canvas can be found in the upcoming section: “D. Computers and Wireless Network”.

## PLACEMENT

### Placement Procedures

Students are placed into their appropriate levels over the course of the two-day orientation. Students participate in an oral interview designed to assess basic listening and speaking skills. Another speaking and listening test takes place after the initial oral interview. They then take a standardized multiple-choice test designed to assess grammatical competence, listening, and basic reading comprehension skills. Finally, students also take a Writing Test.

## **Formal Dispute Process**

**Level Dispute Policy** In addition to the initial placement test, all students in the IESL program take diagnostic tests in each class at the beginning of each session. If a student performs well on the diagnostic tests for a class, the student may be considered for placement in the next highest level of the program. In order to be eligible to be considered for placement in a higher level, the student should achieve 80% on the diagnostic tests for the class. In addition, the following conditions apply:

- The student cannot be placed in a level that is more than one level higher or lower than any other class he/she is taking
- The student cannot be placed in a Writing and Grammar or Oral Communication class that is higher than the student's Reading and Vocabulary class.

If a student meets these criteria and wishes to move to the next level, he/she should speak with the teacher of the class. If the teacher agrees that the student should move up, then the teacher will discuss this idea with the lead teachers. If the lead teachers agree that the student should move up, then they will make this recommendation to the Associate Director, and the Associate Director will decide whether to move the student to the next level. However, if the teacher does not believe the student should move up and the student still wishes to dispute this recommendation, the student should ask the teacher for the Level Dispute Form. The student should fill out the Level Dispute Form and give the form to the teacher to sign, and then the

student should submit the form to the Associate Director. The student should also schedule a time to speak with the Associate Director about the level placement. Upon receiving the signed Level Dispute Form, the Associate director will review the student's placement test and diagnostic test results. The Associate Director will also consult with the student's teachers about the student's performance in class. If the Associate Director concludes that there is sufficient uncertainty about the student's appropriate placement, then the student may be permitted to take a Challenge Test. The Challenge test is a cumulative assessment of the SLOs for a particular class and level. If the student scores 80 % or better on the challenge test, he/she will be moved to the next highest level in the curriculum.

### **End of Session Grade Dispute**

Students are only permitted to dispute the accuracy of their final grades; they are not permitted to dispute the validity of the level promotion decision itself. If a student believes that there was a mistake with the final grade, then the student should notify the Associate Director in writing and explain the nature of the potential mistake. The Associate Director will review the relevant data and make a decision about whether to maintain the existing grade or change the grade.

The deadline to submit the Level Dispute Form is five days after the start of classes.

Formal Level Dispute" form is available in hardcopy in the associate director's office, or by printing the page (attached at the end of the handbook). (Class changes may only be processed during the second week of the program.)

## **Late Arrival Policy**

Students who need to start a session late must communicate to the Intensive English Program staff information about their arrival date. If a student does not attend orientation and does not contact the IESL staff to communicate his/her arrival plans, the student will not be allowed to attend the session. International Student and Scholar Services (ISSS) will be notified, and the International Student Advisor will take the appropriate action regarding the student's non-immigrant status.

If a student does communicate plans to arrive late to a session, the student must arrive and be present in all classes before missing more than 20 percent of the program. The student will be counted as "absent" for all days missed due to late arrival, regardless of the reason for the late arrival.

## **Guidelines and Procedures for Students Being Admitted into Existing Classes**

Students are generally only admitted into existing classes for one of two reasons:

1. The student arrives late (post-orientation, up to two weeks) due to extenuating circumstances with visa acquisition, etc. In this case, the student remains out of class for one full day and is oriented into the program by program staff and faculty. The instructors then integrate the student into their classes by whatever ways they deem fit, generally by meeting with the student during office hours to "catch him/her up" in

in terms of material missed and the collection of needs assessment data. The student is assessed in the same way as other students, having early assignments modified or excused, with the missed skills or lessons covered through remediation, possibly with a tutor.

2. A new student is placed into an incorrect level during placement testing, and needs to be moved into a course that is either at a lower or a higher level. During the first couple of days of the core classes, teachers will administer a diagnostic test to students to gather further evidence about their skill level in relation to the learning outcomes for the specific class. Teachers then meet to discuss all placement decisions after each of these sessions. After reviewing the results of the diagnostic tests, the teacher of a course can make the recommendation that a student needs to be placed in a higher or lower level of a particular class. This proposal will be reviewed by a committee that includes the two Lead Teachers, and the Associate Director. This committee will review all relevant assessment evidence and make a determination about the appropriate level placement for the student. The same process is followed if a student chooses to dispute his/her level placement through the formal level dispute process. If it is decided that the student does need to move into a different (existing) class, similar steps as described above are taken to integrate him/her into that class.

## CLASSES

All full-time IESL students attend 21 hours of instruction per week, composed of three core classes (Reading & Vocabulary, Writing & Grammar, and Oral Communication) and one content course.

### **Reading & Vocabulary**

In this course, students expand their vocabulary by studying how different words are formed and developing strategies for understanding new words. As students read different texts, they improve their reading skills by focusing on various reading strategies. Students read intensively, with a focus on understanding the entire text, and read a longer text extensively, with a focus on building fluency and speed. Class activities may involve discussions, writing journals, doing reading scavenger hunts, creating diagrams and charts to interpret texts and other interactive and engaging activities. Special emphasis is placed on using authentic texts when appropriate, and developing an understanding of American academic and cultural norms. Specific objectives for each level are drawn from the Reading and Vocabulary Student Learning Outcomes articulation document.

### **Writing & Grammar**

This class focuses on developing writing skills and grammar knowledge and applying that knowledge to one's writing.

For the lower levels, students learn how to write complete sentences and paragraphs. In the middle levels, classes focus on writing

essays, while the upper levels focus more on writing research papers and using outside sources in their writing. At all levels, students are taught how to write cohesively and coherently using an American academic style of writing. Grammar is also covered at all levels with an emphasis on learning the grammar for the sake of using it to communicate more accurately. In addition, students learn the process of writing from brainstorming to writing to editing. Students write multiple drafts and receive feedback on their writing from their teacher so that they can continually improve. Students also exchange their writing with their peers in order to give and receive feedback. In this way, students develop autonomy and skills in identifying good and bad writing so that they can better analyze their own writing when they use English later in life.

### **Oral Communication**

Students learn useful language for both formal and informal settings, as well as valuable communication strategies. Students increase their vocabulary by studying a wide range of themes. Class activities may include role playing, acting out dialogues, watching video clips, listening to guest speakers, participating in discussions, giving presentations, doing interviews, and making audio and video recordings. Special emphasis is placed on interacting outside the classroom with fluent speakers of English. Specific objectives for all levels are drawn from the Oral Communication Student Learning Outcomes articulation document, with higher levels targeting skills needed for academic and professional goals.

## **Guidelines and Procedures for Combining Levels in a Single Course**

Because our program usually enrolls enough students to accommodate three to four sections of each of the core classes (Reading & Vocabulary, Writing & Grammar, and Oral Communication), students at different levels are usually combined into classes, such that students in certain ranges of levels (e.g., 1-2, 4-5, etc.) are grouped together.

Additionally, students attend one content course each session. Students between levels 1 and 3 in relevant skills are typically presented with a different set of options than students between levels 4 and 7 in the same skills, such that there is a set of “lower-level” content courses and a set of “higher-level” content courses. Within those courses, levels are mixed and students given a chance to interact with a wider range of their peers.

Because a combination of levels/courses is normal in our program, the instructor takes this combination into account from the earliest stages of syllabus design.

Methods to address the needs of students at varying levels in a single class include the use of listening and reading passages at two different levels of difficulty or with varying levels of support; different rubrics for assessing projects, presentations, papers, etc.; and strategic pairing (homogeneous vs. heterogeneous) depending on the assignment or activity in question. In other words, the different Student Learning Objectives for the different levels are still addressed.

## **Content Courses**

Content courses combine relevant subject matter with integrated language skills and critical thinking. A different content course is offered each session, such as Intercultural Communication, Career Exploration, American Culture & Politics, or Media & Digital Literacy. TOEFL Preparation is offered every session, and is open to students who test into level 4 for at least one core course.

On the next page, you will find sample calendars showing the typical 21-hour week academic year schedule and the typical 23.5-hour summer schedule.

Students are eligible to take the TOEFL preparation class only once during their time in the program. It is recommended that students wait to take this course until the later stages of their time in the program. Students must be in level 3 courses in order to be able to attend the TOEFL class.

# Typical Academic Year Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9 AM	Reading and Vocabulary 9:00-10:20 AM		Reading and Vocabulary 9:00-10:20 AM		Reading and Vocabulary 9:00-10:20 AM
10 AM					
11 AM	Writing and Grammar 10:30-11:50 AM	Writing and Grammar 10:30-11:50 AM		Writing and Grammar 10:30-11:50 AM	Writing and Grammar 10:30-11:50 AM
12 PM					
1 PM	Oral Communication 1:00-2:20 PM	Oral Communication 1:00-2:20 PM	Oral Communication 1:00-2:20 PM	Oral Communication 1:00-2:20 PM	
2 PM					
3 PM	TOEFL Prep or Content Course 2:30-3:30 PM	TOEFL Prep or Content Course 2:30-3:30 PM	TOEFL Prep or Content Course 2:30-3:30 PM	TOEFL Prep or Content Course 2:30-3:30 PM	

# Typical Summer Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9 AM					
10 AM	Writing and Grammar 9:00-11:10 AM	Reading and Vocabulary 9:00-11:30 AM	Writing and Grammar 9:00-11:10 AM	Reading and Vocabulary 9:00-11:30 AM	Writing and Grammar 9:00-11:10 AM
11 AM					
12 PM					Workshop
1 PM	Oral Communication 12:30-2:10 PM	Oral Communication 12:30-2:10 PM	Oral Communication 12:30-2:10 PM	Oral Communication 12:30-2:10 PM	
2 PM					
3 PM	TOEFL Prep or Content Course 2:20-3:35 PM	TOEFL Prep or Content Course 2:20-3:35 PM	TOEFL Prep or Content Course 2:20-3:35 PM	TOEFL Prep or Content Course 2:20-3:35 PM	

## Student Learning Outcomes (for Student Reference)

### Level 1

**Goals:** The Goal of this course is to help students develop the faculty to describe their everyday lives, including their experiences and preferences.

<b>Academic Domain :</b>	Students will be able to do the following:
<b>Content and Genre and Formatting</b>	<ol style="list-style-type: none"> <li>1. When given time, can write at least 12 sentences all about one topic.</li> <li>2. Can write about everyday situations, descriptions, present habits and facts, and likes and dislikes.</li> <li>3. Can indent a paragraph.</li> <li>4. Can compose a paragraph with the topic sentence provided for them.</li> </ol>
<b>Academic Literacy Skills</b>	<ol style="list-style-type: none"> <li>1. Can effectively communicate through email to make a request using (can or could) and to ask a simple question.</li> <li>2. Understands the differences between brainstorming, outlining, editing, and revising.</li> </ol>
<b>Sentence Structure</b>	<ol style="list-style-type: none"> <li>1. Can write simple and compound sentences using correct capitalization and basic punctuation.</li> </ol>
<b>Writing Fluency</b>	<ol style="list-style-type: none"> <li>1. Can write at least 10-12 sentences in 30 minutes about topics that they are familiar with using the grammatical structures that they were taught and with having time to prepare</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Can write using the top 1,000 frequently used words accurately.</li> </ol>
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Can use the present simple tense to describe habits and personal facts.</li> <li>2. Can use the present progressive to describe actions and events happening at the moment</li> <li>3. Can use simple future to describe future events and intentions</li> <li>4. Can use the past tense to describe past actions and events.</li> <li>5. Can use adjectives to describe a person, place, or thing</li> <li>6. Can use adverbs of frequency, degree, and manner.</li> <li>7. Can use singular and plural nouns accurately</li> <li>8. Can express possession</li> <li>9. Can use subject and object pronouns accurately</li> <li>10. Can use there is/there are to express the existence of something</li> <li>11. Can use modals of ability, advice, and necessity</li> <li>12. Can use infinitives to express likes/dislikes and desires.</li> </ol>



## Student Learning Outcomes (for Student Reference)

### Level 2

**Goals:** The goal of this course is to help students develop the ability to write paragraphs evaluating and applying information such as comparing/contrasting, predicting the future, or giving reasons for a decision or preference.

<b>Academic Domain:</b>	Students will be able to do the following:
<b>Content and Genre and Formatting</b>	<ol style="list-style-type: none"> <li>1. When given time students can write a paragraph of at least 15 sentences on a topic that they are familiar with.</li> <li>2. Student can analyze the features of a genre selected by the teacher using model texts, like a sample paragraph.</li> </ol>
<b>Academic Literacy Skills</b>	<ol style="list-style-type: none"> <li>1. Can brainstorm, outline, and edit based on feedback.</li> <li>2. Can communicate effectively by email with a teacher asking basic questions about assignments and requests to meet.</li> </ol>
<b>Sentence Structure</b>	<ol style="list-style-type: none"> <li>1. Can use transition words to add cohesion.</li> <li>2. Can write using simple, compound, and complex sentences.</li> </ol>
<b>Writing Fluency</b>	<ol style="list-style-type: none"> <li>1. Can write at least 12 to 15 sentences in 30 minutes. Topics are related to personal experiences and likes and dislikes</li> <li>2. Demonstrates progress in terms of the number of sentences and complexity/accuracy words/characters written in each writing fluency activity during the session.</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>1. 1. Can use words from the top 2,000 frequently used words list accurately</li> </ol>
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Can use the simple present to express habits and facts</li> <li>2. Can distinguish between when to use present simple and present progressive, including stative versus. active verbs</li> <li>3. Can use the simple past tense to express past events from their lives</li> <li>4. Can use modals such as will, might, may, be going to, ability, requests,, necessity</li> <li>5. Can use basic gerunds and infinitives to express likes/dislikes, stop/start, and hopes/plans for the future</li> <li>6. Can use comparatives and superlatives to compare one or more things, people, places, events, and actions</li> <li>7. Can use a, an, and the accurately to describe concrete people, places, and things NOT under a timed condition</li> <li>8. Can use quantifiers to express the amount of something</li> <li>9. Can use there is/are, there was/were, and there will be/won't be</li> <li>10. Can use future tense, including will, might, may, be going to along with adverbs of probability, including probably, maybe, and perhaps.</li> </ol>

## Student Learning Outcomes (for Student Reference)

### Level 3

**Goals:** The goal of this course is to write a multiple paragraph text about personal experiences and opinions. Students will be able to analyze and evaluate information based on personal experience.

<b>Academic Domain:</b>	Students will be able to do the following:
<b>Content and Genre and Formatting</b>	<ol style="list-style-type: none"> <li>1. Can write a multi-paragraph essay (with basic intro and conclusion of at least 1.5 pages) expressing their personal opinion on various topics, using personal experience and general knowledge as support.</li> <li>2. Can appropriately use patterns of cause/effect, comparison/contrast, descriptive, process, and/or narrative language to support opinion</li> <li>3. Can analyze the features of a genre selected by the teacher using a model texts and incorporate features of that genre in their own writing</li> <li>4. Can digitally format a formal essay with appropriate indentation, title, margins, double- spacing, and font size</li> </ol>
<b>Academic Literacy Skills</b>	<ol style="list-style-type: none"> <li>1. Can effectively communicate through email with a teacher and can communicate with strangers</li> <li>2. Can brainstorm and develop an outline that can then lead to a first draft</li> </ol>
<b>Sentence Structure</b>	<ol style="list-style-type: none"> <li>1. Can use punctuation necessary for the clause combination listed in the grammar section</li> <li>2. Can combine clauses using coordinating and subordinating conjunctions</li> </ol>
<b>Writing Fluency</b>	<ol style="list-style-type: none"> <li>1. Can build to writing at least one page 350 words journal entries in 30 minutes on topics related to personal experiences and feelings.</li> <li>2. Demonstrates progress in terms of the number of sentences and complexity/accuracy written in each writing fluency activity during the session.</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Can use appropriate word forms and transform parts of speech of common head words</li> <li>2. Able to research appropriate collocations for vocabulary words and use them in their writing</li> <li>3. First 2,000 from general service list and teacher selected words from first AWL sublist</li> </ol>

**Student Learning Outcomes  
(for Student Reference)**

**Level 3 (Continued)**

<b>Grammar</b>	<ol style="list-style-type: none"><li>1. Can use simple past and past progressive including in adverbial clauses with when, while, after, before, once, and until.</li><li>2. Can begin to use the present perfect, but likely will only use it with "since/for", "not yet", "ever"</li><li>3. Can use coordinating conjunctions (FANBOYS) in compound sentences and subordinating conjunctions (when, while, because, if) in adverbial clauses</li><li>4. Can form sentences with conjunctive adverbs/transitions such as however, therefore</li><li>5. Can combine clauses with subject and object relative clauses, but do not learn restrictive/non-restrictive</li><li>6. Can use the passive voice</li><li>7. Can use "used to"</li><li>8. Can use real conditionals</li><li>9. Models of necessity, certainty, obligation, advice</li><li>10. Can use articles</li></ol>
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## Student Learning Outcomes (for Student Reference)

### Level 4

**Goals:** The goal of this course is to write a multiple paragraph text about non-personal experiences and opinions. Students will be able to use text to express patterns that they observe in information and behaviors in society.

<b>Academic Domain:</b>	Students will be able to do the following:
<b>Content and Genre and Formatting</b>	<ol style="list-style-type: none"> <li>1. Can write a well-developed essay expressing their personal opinion on various topics of at least 2 pages, moving away from personal (e.g. why did you struggle in a class) to abstract topics (e.g. why do people get into motor vehicle accidents, why do people drop out of school).</li> <li>2. Can produce patterns of cause/effect, comparison/contrast, descriptive, problem solution, persuasion, classification, process, or narrative language to support opinion.</li> <li>3. Can analyze the features of a genre selected by the teacher using a model texts and incorporate features of that genre in their own writing (e.g. letter to the editor)</li> <li>4. Can maintain coherence and cohesion using a wider range of cohesive devices beyond "first, second, third", ("another reason," "in addition to...mentioned in paragraph...")</li> <li>5. Can format an email</li> <li>6. Can digitally format a formal essay with appropriate indentation, title, margins, double-spacing, and font size</li> </ol>
<b>Academic Literacy Skills</b>	<ol style="list-style-type: none"> <li>1. Can develop an outline and thesis that can guide a small amount of research (2-3 articles)</li> <li>2. Can correct teacher identified word form errors and grammar errors based on what has been covered.</li> <li>3. Can revise organization of a paper based peer feedback.</li> <li>4. Can provide evidence of self-revision based on two or three types of errors that the student has identified (with teacher help) as being recurring</li> </ol>
<b>Sentence Structure</b>	<ol style="list-style-type: none"> <li>1. Cohesion and coherence is attended to, though it may still rely on sentence connectors rather than old-new flow.</li> <li>2. Can combine clauses with coordinating and subordinating conjunctions</li> </ol>
<b>Writing Fluency</b>	<ol style="list-style-type: none"> <li>1. Can build to writing at least two pages (500 words) in 40 minutes about abstract topics without sources</li> <li>2. Demonstrates progress in terms of the complexity and accuracy written in each writing fluency activity during the session.</li> </ol>

**Student Learning Outcomes**  
**(for Student Reference)**

**Level 4 (Continued)**

<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Can use appropriate AWL sublist 1-5 for writing topics.</li> <li>2. Can begin to shift from more informal phrasing such as replacing phrasal verbs with single word verbs (go up → increase) and words like “a lot” with more complex quantifiers. First 2,000 from general service list and teacher selected words from first AWL sublist</li> </ol>
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Can use the present perfect and present perfect progressive when discussing past events that are relevant to the present, when discussing recent change, and when reporting on findings.</li> <li>2. Can use the past perfect and past perfect progressive.</li> <li>3. Can combine clauses using all connector types</li> <li>4. Can maintain parallel structure</li> <li>5. Can produce more complex adverbial clauses "(e.g., "Everytime I go here," "by the time I go here," "although," "so that," "in order to,") and adverbial phrases (e.g., "because of," "due to," "as a result of")</li> <li>6. Can form sentences with adverbial conjunctions (e.g. nevertheless, consequently)</li> <li>7. Can use restrictive/non-restrictive relative clauses.</li> <li>8. Can use the unreal conditional.</li> <li>9. Can use perfect modals (e.g. should have done).</li> </ol>

## Grammar and Writing Student Learning Outcomes (for Student Reference)

### Levels 5, 6, & 7

**Goals:** The goal of this course is to provide students with the skills necessary to draft an academic essay and begin to understand the academic cultural norms related to the process for composing an academic text. The course also aims to help students establish the autonomy and metacognitive skills to monitor their own learning, seek help when needed, and express their personal worldview.

<b>Academic Domain:</b>	Students will be able to do the following:
<b>Content and Genre and Formatting</b>	<ol style="list-style-type: none"> <li>1. Can compose a typed academic essay of at least 4 pages that synthesizes and responds to information from at least two textual sources</li> <li>2. Can analyze the features of academic and non-academic genres selected by the teacher using exemplary student and professional texts and compose a similar version using the essential features of the genre that were identified in class. Example genres include opinion essays, research essays, journal articles, and disciplinary content articles in the popular press.</li> <li>3. Can maintain cohesion through a variety of devices (e.g. connectors (however, because), lexical chains, guiding language, pronouns, demonstrative adjectives/pronoun, old-new sentence structure.)</li> <li>4. Can digitally format a formal research paper with appropriate indentation, title, margins, double-spacing, font size, and APA citations and references.</li> </ol>
<b>Academic Literacy Skills</b>	<ol style="list-style-type: none"> <li>1. Can use text to make requests using high register and politeness</li> <li>2. Can successfully engage in the writing process including brainstorming, drafting, peer feedback and successful incorporation of teacher and peer feedback into texts.</li> <li>3. Can review own texts for common errors, locate errors and make corrections</li> <li>4. Can synthesize information from two or more texts and use texts to support an opinion</li> </ol>
<b>Text Standards</b>	<ol style="list-style-type: none"> <li>1. Can use punctuation appropriately when required for clausal breaks and introductory phrases.</li> <li>2. Can appropriately format a formal email using appropriate high register to communicate with a person in a position of authority</li> <li>3. Can begin to use hedging devices to moderate certainty of claims (e.g might, could, likely, potentially)</li> </ol>
<b>Writing Fluency</b>	<ol style="list-style-type: none"> <li>1. Can build to writing at least two pages of text (600 words) in 40 minutes on a more academic, complex topic</li> </ol>

## Grammar and Writing Student Learning Outcomes (for Student Reference)

<b>Level 5, 6, &amp; 7 (Continued)</b>	
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Can use vocabulary appropriate for register, including a variety of AWL lexemes, including the ability to transform common academic headwords into their appropriate parts of speech.</li> <li>2. Can use a variety of more advanced signal words, including conjunctive adverbs, for essays</li> <li>3. Can use academic writing collocations (e.g. an increase in)</li> <li>4. Can use appropriate academic register, including decrease in phrasal verb use</li> <li>5. Can use academic word forms and collocations to express cause/effect and relationship b/w ideas: reporting verbs, causal phrases, etc.</li> </ol>
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Can use transitions and adverb clauses and phrases in order to indicate the relationship between ideas and to signal time relationships.</li> <li>2. Can use a variety of conditionals, such as real, unreal, implied conditionals, and conditionals with “unless/even if/only if” and lower level conditionals as needed for purposes of their texts.</li> <li>3. Can use the future perfect, future progressive</li> <li>4. Can use present perfect and present perfect progressive appropriately</li> <li>5. Can use noun clauses for reporting speech and embedding questions</li> <li>6. Can use demonstrative adjectives/pronouns for text cohesion</li> <li>7. Reduced relative clauses and adverbial clauses</li> <li>8. Can use verbs of perception (in particular to describe perception of others thoughts/actions as a type of hedging), and modals</li> <li>9. Can use gerunds and infinitives following common verb/adjective combinations</li> <li>10. Can use determiners (i.e. a, an, the, some, this) accurately and appropriately</li> </ol>

## ASSESSMENT

### Ongoing Assessment

Teachers will provide both formal and informal feedback to students regularly throughout the session. Students will take class quizzes and tests; write essays; give presentations, and more. Students are expected to turn in all work in order to complete the course and/or program.

## ADVANCEMENT and LEVEL PROGRESSION

### Level Progression and Grading

During each session of study, students will complete a variety of assessments that have been selected and prepared by their teachers. These assessments are intended to measure students' mastery of the instructed learning outcomes. Students will only be tested on learning outcomes that their teachers have selected at the beginning of the session and taught prior to the assessment. These learning outcomes will be provided in the course syllabus. Course assessments will take up no more than six total hours of class time each session. Students' final course grades are comprised of the cumulative average of the three different categories of assessments. These categories include the following: 50% for in-class assessments, 30% for a project, and 20% for a final achievement test (see the table below). The cumulative average of these assessments will determine progression. If students achieve a cumulative average percentage of 80% or higher on these assessments, they will progress to the next highest level

of the course the following session of IESL.

Program Grade Distribution		
50%	30%	20%
In-class assessments	Project	Final achievement

The IESL program uses the following grading scale:

A=90-100%

B=80-89%

C=70-79%

## HOMEWORK GUIDELINES

Homework is an essential tool for students to improve their English proficiency. Regular practice with the course content and learning outcomes will result in the best opportunities for success in the IESL program. It is important for students to plan the appropriate amount of time to spend on homework for their classes. The table below provides the official program guidelines for the amount of hours of homework that teachers can assign students each week for each course. This is a guideline, so there will be some variation in the actual hours of homework that are assigned.

Students are encouraged to speak with their teachers to get advice about how much time they should be spending on certain assignments. While it is important for students to



complete homework after class, it is also important for students to reserve sufficient time for leisure activities, exploring the MIIS/Monterey community, and making friends with whom they can practice English.

<u>Course:</u>	<b>Academic Year</b>	
	Class Hours Per Week	HW Hours Per Week
RV	4.5	8
WG	6	8
OC	6	5
Content/TOEFL	4	1
<b>Total:</b>	<b>21</b>	<b>17</b>

<u>Course:</u>	<b>Summer</b>	
	Class Hours Per Week	HW Hours Per Week
RV	5	8
WG	6.5	8
OC	6.6	5
Content/TOEFL	5	1
<b>Total</b>	<b>23</b>	<b>17</b>

**Attendance and participation are not optional.**

- As an F-1 student, school should be a first priority. Students should plan to be in class, on time, every day and make appointments (such as doctor’s appointments) at times when they don’t have class. If a student is sick or has an emergency, they should email their teacher. Students should explain their reason for being absent and make a plan to do the work that they missed.
- If a student is late 10 minutes or more on two days, their teacher will count this as one absence. If a student is late 20 minutes or more on one day, this will be counted as one absence. If their total attendance in a class goes below 80%, they will not be awarded a certificate of completion for the program
- Excused Absences: The IESL program only accepts excused absences for genuine emergencies. For example, we do not accept excuses for routine doctor visits. Please try to schedule doctor visits outside of class time. Excuses will be accepted for true emergencies, such as visits to the urgent care clinic or caring for sick children. Excuses for absences will be reviewed on a case-by-case basis. Please bring all excuse notes to the associate director for review and approval.

**CLASSROOM EXPECTATIONS**

**English learners should speak English.**

- Using English as much as possible helps speaking skills improve. It also shows respect for people who do not share the same native language as a student. Students should speak only English while they are at school.

## **Learning requires effort – both inside and outside of class.**

A full-time IESL student will be in class 21 hours per week, and will have about 21 hours of homework per week. This homework is a very important part of learning.

Homework assignments should be ready at the beginning of class. Late work usually receives a lower grade and in some cases may not be accepted at all. If a student needs help, they should not be afraid to ask!

In some countries, homework is “just practice,” and the final grade in a class is decided by a final exam. If a student comes from a country like that, they might be surprised by the grading system here. At the Middlebury Institute (and at most US schools) the final grade combines many things, including homework, class participation, quizzes, and final projects. So be careful: don’t ignore homework. It counts!

## **Copying is not acceptable.**

In the United States, copying (or plagiarism) is very serious. Copying other people’s work is not allowed. For example: copying a classmate’s homework, copying something found in a book, or cutting and pasting from the Internet. If a student copies, they could fail an assignment, a whole class, or even lose their F-1 visa status.

Copyright Policy: This program follows the copyright policy of Middlebury College, a comprehensive version of which is

found on the college’s website at <http://www.middlebury.edu/academics/lib/about/lib-policies/copyright-and-fair-use-guidelines>. In summary, the policy states that when instructors are making decisions about what types of published written material to use and distribute in class, they need to be mindful of both the nature of the work and the amount they intend to copy or distribute. This typically means the following may be copied for books and journals: a single chapter of a book; a small portion of a copyrighted book,” and/or “a single article from a journal.” As far as other media – music, movies, etc. – it must be used for educational purposes only in a face-to-face classroom setting, or online with a limited audience as an extension of the classroom, as in a course Canvas page.

## **Completion Certificates**

To receive a Certificate of Completion, students must meet the minimum attendance requirement and receive passing grades in all of their classes.

## **PROBATION**

F-1 students must follow strict rules to keep their visa status. All F-1 students must have at least 80% attendance and earn passing grades in all of their classes. If a student does not meet these requirements, the results are serious. Here is what will happen:

1. Halfway through the session, any student who has less than 80% attendance, or who has a D or F grade, will meet with the associate director.
2. If the student’s attendance or grades do not improve by the end of the session, he or she will be

put on “academic probation” status for the next session. Any student caught intentionally plagiarizing will also be placed on probation. Students who do not successfully complete their session will not receive a completion certificate.

3. Students who are placed on probation are required to follow a student development plan, which is designed to help address any academic or social issues that are limiting the student’s opportunities for success. The student will be required to meet once a week with program staff and follow an individualized development plan
4. If the student improves in his/her second session, he/she will be taken off probation status.
5. If the student continues to have the same problems in the next session, he or she will be asked to leave the program.

### **Class Repetition Policy**

Students who fail to progress in a class twice are required to follow a student improvement plan to help address the issues that are preventing them from progressing. After a student fails a class twice, the program conducts a needs assessment to identify potential academic and social issues that are contributing to the student’s lack of progress. The student is then required to meet weekly with faculty and staff to work on the areas in need of improvement. If a student fails to progress after a third session, a committee is required to review the

student’s academic performance to determine if the student is making adequate progress in the program. The committee must find that the student is making progress within the level in order for the student to be allowed to repeat the class a third or more times.

## **ACADEMIC SUPPORT**

### **Tutoring**

Optional extra tutoring is provided for students, which is offered and scheduled by our work-study assistants. At the end of every week we will post a weekly tutoring sign-up sheet for the next week on the door of the Work Study Break Room. Students may sign up for 20-minute tutoring sessions.

Students typically sign up for tutoring to receive help with homework, projects, or specific skills. They may also use scheduled time for assistance with other tasks, such as registering online for the TOEFL exam, finding house or items on classifieds, or buying course books online. Teachers may recommend that a student goes to tutoring hours, but all students are encouraged to sign up on their own!

### **English Conversation Partners**

The English conversation partner program is a service we provide to help our students facilitate their learning of the English language and culture.

IESL students and partners complete English Conversation Partner Program Request Forms (available in

the front hall on the top floor of Kinnoull as well as online). We receive the forms and match a graduate student with an IESL student. The goal is to encourage IESL students to develop their conversation skills, introduce graduate students to new cultures, and to build friendships in the MIIS community. Once a partnership is identified and both groups are notified, the pair can choose when and how often to meet.

### **Connection to the Middlebury Institute of International Studies**

Most students at MIIS are graduate students, and about 800 students study here for international professional careers. The graduate students and language students come to MIIS to prepare for professions that require high language skills and experience with other cultures. The small size and international student body make this school a very special place to study.

The Intensive English as a Second Language program is a part of MIIS. Students come to IESL for a variety of reasons; some want to attend MIIS or other American institutions, some want to improve their English for their jobs, and some simply want to experience living and studying in the US. The program has seen many students matriculate into graduate studies here at MIIS.

### **Other Partner Schools**

The IESL program has partnerships with local institutions which allow students to apply for their degree programs without a TOEFL score. These institutions are Cabrillo College, University of Redlands,

California State University Monterey Bay, Monterey Peninsula College, and graduate programs at the Middlebury Institute of International Studies.

Students can apply and be granted conditional admission, which means they meet **all** admissions requirements except the English proficiency requirement.

### **For the Middlebury Institute of International Studies:**

Instead of submitting a TOEFL score, a student can meet the English proficiency requirement by successfully completing level 5 in core courses, **and** showing a grade point average of 'B' or higher throughout the IESL program. The following programs are eligible for conditional admissions:

- International Environmental Policy
- International Policy and Development
- Master of Public Administration (MPA)
- Nonproliferation and Terrorism Studies

### **For University of Redlands:**

Students with an initial TOEFL score between 72-79 with no sub-score below 18 can be conditionally admitted to attend University of Redlands during the next available semester. To be fully admitted to Redlands, students must attend at least one session of the IESL program and achieve a grade of B or better in all core classes and maintain satisfactory attendance. Students with an initial TOEFL score of 65-79 and no sub-score below 16 also can be conditionally admitted to University of Redlands. These students must complete level 5 of all core classes in the IESL program with satisfactory

attendance to be fully admitted to Redlands.

For **CSUMB**:

Instead of submitting a TOEFL score, a student can meet the English proficiency requirement by successfully completing level 5 in core courses, **and** showing a grade point average of 'B' or higher throughout the IESL program.

For **MPC** and **Cabrillo College**:

Instead of submitting a TOEFL score, a student can meet the English proficiency requirement by successfully completing level 3 in core courses, **and** showing a 'B' grade point average.

### **TOEFL Testing**

Students in our Intensive English Program may choose to take a TOEFL preparation course in their class schedule. The course includes hands-on practice in our computer lab. Students may also use program tutors to help them prepare for the test.

Detailed information about registering for the TOEFL iBT is available from the ETS website:

<http://www.ets.org/toefl> Students who are applying for admittance to the Middlebury Institute should report their TOEFL iBT score directly to the Admissions Office. Our four-digit institution code is 4507. A department code is not required.

### **Advising**

The IESL program offers academic advising regarding study skills, time management, conversation partners, standardized test scheduling and

preparation, further English or academic study opportunities, and resources for learning. During the two days of orientation, the associate director will mention his availability to help and answer questions. Students can usually talk to the associate director by just coming to his office, but if he is not immediately available, students are asked to make an appointment by email, which will usually take place in about 2-3 days.

Rogers Walker's email is [rogersw@miis.edu](mailto:rogersw@miis.edu).

### **If a student has a problem or complaint... .**

If a student has a problem in one of their classes or a complaint, they are asked to speak with their teacher first. If a student is not comfortable speaking to their teacher, or if the problem is not related to a class, they should email or make an appointment to talk to the Intensive English Programs associate director.

If the problem cannot be resolved through the associate director, the student should start the formal complaint process by completing the form

"Intensive English Programs Formal Complaint" (attached at the end of the handbook) and giving it to the associate director. The associate director will contact the student as soon as possible to set up a meeting with the student, the associate director, and the assistant dean for Language and Professional Programs. Together they will try to resolve the issue in a way that is satisfactory to the student without compromising the standards of specific courses or of the program.

# III. STUDENT RESOURCES

## **STUDENT BANNER ID/MIIS ID, MIIS USERNAME**

Every MIIS student will receive a student ID card which has their MIIS ID number, also called their “Banner ID.” Students will receive their MIIS ID card on the first day of orientation.

The MIIS username is a combination of initials and names from a student’s first and last name. Students will use this username for email and logging into the campus network. They will receive their username on the first day of orientation.

## **Computers and Wireless Network**

MIIS students may log on to the MIIS network to use computers, printers, and the Internet using their MIIS username. During orientation, we will change the assigned temporary password to a permanent password chosen by the student.

Once a username and network password have been set during orientation, students will be able to connect to the MIIS wireless network, either through Windows or a MAC computer. Students will need to visit Information Technology Services Help Desk to get their computer configured. Mobile devices (phones or tablets) can also access the MIIS network using the same MIIS username and password.

## **Printing and Copying**

Every student has \$20.00 credited to their printing account for each session. Students may use computers on campus to print from that \$20.00, but they will have to pay separately for copying. Please refer to the Technology Map to find on campus locations for printing and copying:

[http://www.miis.edu/media/view/20819/original/new\\_student\\_technology\\_services.pdf](http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf)

## **Information Technology Services**

All MIIS students have access to the wireless Internet, either through Windows or Mac access. Students will need to bring their notebook, cell phone, or other personal device that connects to wireless to the ITS Help Desk if they have problems connecting. The ITS Help Desk is located in Casa Fuente, 320. Their website is:

<http://www.miis.edu/offices/it>

## **Email Address**

Every MIIS student will have an email address in this format:

[username@miis.edu](mailto:username@miis.edu)

During orientation we will activate student e-mail accounts and set permanent passwords chosen by students. Even though a student may prefer to use another email account, they need to check their MIIS email account regularly because this is the account where they may receive important information regarding their studies.

## IV. ACTIVITIES AND FIELD TRIPS

Extra-curricular activities are planned for students after classes and on weekends by one of the work-study students, the Activities Coordinator. Bowling, movie nights, whale-watching, and other trips are planned, depending on the students' interests. These activities are optional for students.

The activities coordinator will make posters and announcements. Activities are a great way to have outside of class while encouraging students to get to know each other and become more involved in the community. Additionally, students are encouraged to attend MIIS events and Monterey County events. Here are some useful websites to explore:

- MIIS Related Activities: <http://www.miis.edu/events>
- Monterey County Events: <http://www.seemonterey.com/calendar>
- General things to do in Monterey:  
<http://www.miis.edu/student-life/monterey/to-do>
- See Monterey Blog: <http://www.blogmonterey.com/>

## V. EVERYDAY LIFE

### **Monterey**

Monterey is a small town on the Central Coast of California, about 190 kilometers south of San Francisco. There are about 75,000 people on the Monterey Peninsula. This area is famous for its beautiful scenery and rich history, and it is very popular with tourists.

For more information on Monterey, go to

- Life in Monterey: <http://www.miis.edu/student-life/monterey>
- For a website on local resources:  
<http://www.miis.edu/student-life/monterey/resources>
- And for more information about International Students Inc. Monterey:  
<http://www.isimonterey.org/>

## WEATHER IN MONTEREY

The climate of Monterey is regulated by its proximity to the Pacific Ocean. As a result, Monterey's average high temperature ranges from around 60° Fahrenheit (16° Celsius) in winter to 72° Fahrenheit (22° Celsius) during the summer months. Average annual precipitation is around 19.5 inches (495 mm), with most rainfall occurring during California's wet season between November and April, and with little or no precipitation during the summer months. Summers in Monterey are generally cool and foggy.

During winter, snow in Monterey itself is extremely rare.

Please see Wikipedia to check out the weather for specific months. In general, students should be prepared for the weather to change regularly. They should also bring clothes for layering, closed-toed shoes, slacks, and at least one good jacket or coat for the evening is a good idea.

The following Wikipedia page provides more information on the climate:  
[http://en.wikipedia.org/wiki/Monterey,\\_California#Climate](http://en.wikipedia.org/wiki/Monterey,_California#Climate)

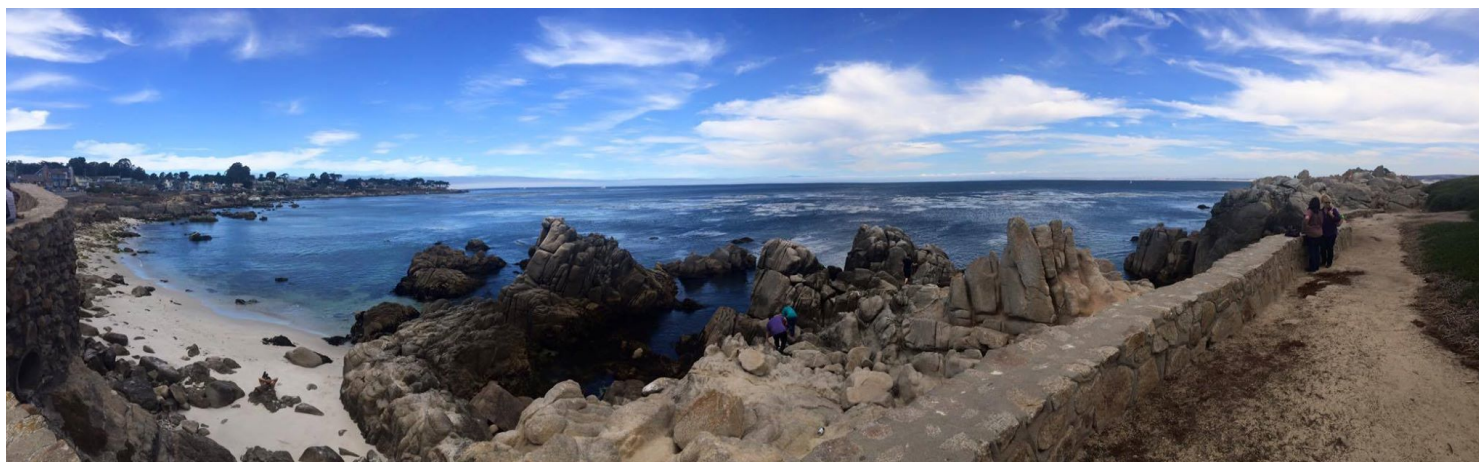
## HOUSING

Most students find an apartment on their own or to share and take care of their own cooking and cleaning. Some students stay with a host family and share American daily life and customs.

On-campus housing is not available, but our Student Services office can assist students with their housing search. For more information on local housing, visit our housing page:  
<http://www.miis.edu/student-life/housing>

In addition to the monthly rent, students will also have to pay for utilities, which include water, gas & electricity. Finally, if a resident chooses to have cable, phone, or internet, those will be an additional cost as well. Students may be able to receive special discounts from PGE (Gas and electric):  
<http://www.pge.com/myhome/customer-service/financialassistance/care/>

If the rent does not cover water, the resident will also have to pay for water utilities. This can be set up through a landlord or American Water:  
<http://www.amwater.com/caaw/customer-service/rates-information/monterey-district.html>





The following videos show information about housing in the Monterey Bay area. Houses in Monterey will be closest to the Middlebury Institute campus, whereas houses in Pacific Grove, Seaside, or Marina may require you to own a car

- Video about Housing in Monterey
- Video about Housing in Pacific Grove
- Video about Housing in Seaside and Marina

## POSTAL SERVICES AND MAIL

The MIIS Office Services provides USPS, DHL International Document Service, FedEx Express and Ground & UPS. Please visit the website to acquire the proper forms and to check out their hours:

<https://www.middlebury.edu/institute/offices-services/office-services>

Additionally, please visit the following websites to find locations:

[www.usps.com](http://www.usps.com)

[www.dhl.com](http://www.dhl.com)

[www.fedex.com](http://www.fedex.com)

Students are not allowed to use the Middlebury Institute's mailing address as their own. Students cannot receive mail through our Office Services Department. Students **must** have their own address where they receive their mail. Addresses follow this format:

First Name Last Name

Street Address (Optional: Apartment or Unit Number)

City, State, Zip Code

## FAXING

Office services also provide faxing services. Transmittal within the U.S. is .50 cents per single-sided page.

Outside of the U.S. is \$1.00 per single-sided page. Receiving faxes is free of charge. We ask that students please notify Office Services prior to having a fax sent to our office, as we often get faxes that are not meant for MIIS. The Office Services fax number is (011) 831-647-4199. And their website is:

<https://www.middlebury.edu/institute/offices-services/office-services>

## HEALTH AND FITNESS

### Finding a Doctor or Dentist

If students are enrolled in the MIIS Health Insurance plan, they are able to find an in-network provider using the provided links through their JCB account: <https://student.jcbins.com/51>.

If students are not enrolled in the MIIS Health Insurance plan, they should refer back to their insurance provider to find a list of doctors available to them in their network.

Please note that the MIIS Health Insurance plan does not cover dental work.

## **Disability Services**

MIIS is committed to providing equal and integrated access for individuals with disabilities to all of the academic, social, and cultural programs that are offered on campus. Any student who requires reasonable accommodations for a disability based on the appropriate documentation must apply for those services through the Office of Student Services.

The [application](#) is simple and easy and can be found online.

<https://www.middlebury.edu/institute/student-life/health-wellness/ada>

## **Alcohol and Other Drugs Policy**

More information and resources can be found on the website:

<http://www.middlebury.edu/about/handbook/policies-for-all/health-safety/alcohol-drugs>

## **Fitness**

Rates and information for local gyms can be found on the following website under 'Gym Rates/Discounts':

<https://www.middlebury.edu/institute/student-life/health-wellness/fitness>

## **Wellness Workshops**

The Keep Calm Wellness Series is intended to help students balance work, academic, and personal life issues; learn helpful relaxation and meditation techniques, and help manage stress. Read below for dates and times:

<https://www.middlebury.edu/institute/student-life/health-wellness/mindfulness>

## **PERSONAL ADVISING**

Personal advising is provided by the Office of Student Services and the IEP. The Office of Student Services offers advising and resources regarding housing, health and wellness, life in Monterey, on-campus extracurricular activities. The Associate Dean of Student Services responds to student problems and incidents such as accidents, serious illnesses, psychological problems, and non-academic grievances. The Office of Student Services staff advises students on how to use the Student Assistance Program through WellConnect and provides these resources to students.

Advising is often available on a drop-in basis; if an advisor is not available, the student is asked to make an appointment, which will usually take place on the same day or within 1-2 days.

Students can take advantage of the free short-term counseling services from the Student Assistance Program by calling 866-640-4777 or by obtaining the Institute's online access code from the Office of Student Services to utilize the following webpage:

<http://www.wellconnectbysrs.com>.

# VI. COMMUNICATION

## HOW U.S. TELEPHONE NUMBERS WORK

U.S. telephone numbers have three parts. Here is our office number:

1 + Area Code: (831)

Prefix: 647 -

Suffix: 4115

When calling within the same area code, the (1 + Area Code) is not necessary. Instead, only the prefix and suffix are dialed.

When calling to a different area code, the ( 1 + Area Code) must be used as well as the prefix and suffix.

## PRE-PAID PHONE CARDS AND CELL PHONES

Pre-paid phone cards are cards that can be used to place a call from any phone. The call is not charged from the phone that is being used, so it is important to know the balance of the card. Calling cards can also be used from any phone. Any call made gets charged to the home phone account.

Pre-paid phone cards, calling cards, and cell phones can be purchased from any phone-service carrier. The following website shows the local cell phone providers to set up a plan. Some places also sell prepaid phones.

## Different Types of Telephone Calls

### Local Calls

Local calls are phone calls placed within the same area, for example, from Pacific Grove to Monterey.

- Dial: Area Code + Prefix + Suffix

### Long-Distance Calls

Long-distance calls are phone calls placed from one area to a different (far away) area, like from Monterey to San Francisco.

- Dial: 1 + Area Code + Prefix + Suffix

### Toll-Free Calls: 1-800 Telephone Numbers

Toll-free calls do not require a charge, which means the call is free.

Phone numbers that begin with 1-800 are toll-free calls. Most business will offer an 800 number.

- Dial: 1 + 800 + Prefix + Suffix

### International Calls

International calls are phone calls that are placed from one country to another country. In order to make an international call, the dialer will need the country code.

- Dial: 011 + Country Code + Area Code + Phone Number

# VII. BANKING

The full list of local banks in the Monterey area can be found on the following website:  
<https://www.middlebury.edu/institute/student-life/life-in-monterey/resources/banking>

## ATMS

ATMs allow cash withdrawal with debit/ATM cards. Some ATM machines may have a small transaction fee if the user has an account from a different bank.

## CHECKING AND SAVINGS ACCOUNTS

When opening an account in the United States, the client will often be given a checking/debit account and savings account. The checking/debit account can be used with an “ATM” or “debit card” and also with hand-written checks. Almost all commercial places accept debit cards, sometimes with a fee or minimum purchase amount. If debit cards are not accepted, registers will often display a “Cash Only” sign.

For students moving around in the United States, it would be a good idea to open an account with a bank that has other locations near their eventual destination.

## ONLINE

Many banks can utilize online account where users can access their bank statements, transactions, and balances.

## FOREIGN CURRENCY AND TRAVELER'S CHECKS

Many banks may be able to provide the following services:

- possibility to check foreign daily exchange rates (online as well)
- calculation of value of currency before doing an exchange
- depositing foreign currency into a checking or savings accounts
- wire transfers

# VIII. TRANSPORTATION IN AND OUT OF MONTEREY

## **Monterey Salinas Transit (MST)**

Most students get around in Monterey County through the bus system. If students are looking to travel long distance, they may go via buses, trains, or airplanes. The following website has links to the Monterey area transport system:

<http://www.miis.edu/student-life/monterey/resources>

<http://www.mst.org/>

## **Driving and the Department of Motor Vehicles (DMV)**

### **California Driver License**

To get a license, a student must take a written and a driving test at a Department of Motor Vehicles (DMV) office. Students may pick up a handbook for driving laws and make an appointment online for the test. To find a convenient DMV office, go to <http://www.dmv.ca.gov/>

## **International Driving Permit**

The IDP is also called an International Driver License, International License, etc. The State of California does not recognize an International Driving Permit (IDP) as a valid driver's license but does recognize a valid driver license that is issued by a foreign jurisdiction (country, state, territory) of which the license holder is a resident. Citations issued to a person in California who has an IDP, but does not have a California driver license will be placed in the Department of Motor Vehicle database.

For more information, visit the US Government website for foreign nationals driving in the US:

<https://www.usa.gov/visitors-driving>

## **Bike Shops and Bike Accessories**

There are numerous stores in the area that sell or rent bikes, although the rentals are usually for short-term use only. Rental prices are subject to change, so please call or check their web pages for more specific information. For more information, visit

<https://www.middlebury.edu/institute/student-life/life-in-monterey/resources>

# IX. CAMPUS RESOURCES

## STUDENT SERVICES

The Office of Student Services strives to create a positive student-centered environment, dedicated to providing Middlebury Institute students with the necessary resources, advising and caring support to enhance their student life experience. Furthermore, they are committed to partnering with the campus and local communities to weave a strong fabric of connections through unique programming and opportunities.

Office of Student Services website:  
<http://www.miis.edu/student-life/contact>

- Mailing supplies

Please visit the website for more information:

<http://www.miis.edu/offices/officeservices>

## Student Involvement: Clubs and Organizations

The MIIS community has a variety of clubs, and students may join them or attend their events. Visit the following website for more information:

<http://www.miis.edu/student-life/clubs>

## LIBRARY

The William Tell Coleman library is available to all students. Students will be able to check out books and materials once they receive their MIIS ID card during orientation. Please visit the website for full hours:

<http://www.miis.edu/academics/library>

## OFFICE SERVICES

Office services can help students with

- Mailing: USPS, DHL International Document Service, FedEx Express and Ground & UPS
- Black & White and Color Copying/Printing
- Faxing
- Laminating
- Business Cards



## STUDENT COUNCIL

The Student Council budget partially funds Student Clubs and many activities such as Happy Hours. It also sponsors special programming and contributes to all-campus events such as the International Bazaar and the Follies Talent Show.

Students who would like to become involved are invited to contact the Middlebury Institute Student Council President or the **Office of Student Services** for more information. Their website can be found here:  
<http://www.miis.edu/student-life/council>

## PARKING

All students with cars who live beyond a one-mile radius of the Institute may obtain an on-campus student parking permit after they have paid all school fees for the current semester. Student parking permits will be issued at the Security Office. Students must bring a copy of their registration form, their MIIS library/ID card, their automobile registration card, and proof of insurance.

The student parking permit is valid in two parking lots:

- the lot behind the wooden fence, which runs between Van Buren and Pierce Streets
- behind the Kinnoull Building (entrance on Van Buren Street)

Parking is available on a first-come, first-served basis. The student parking

permit does not guarantee a parking space. Students should not park in any other campus lot before 4 pm on weekdays. However, they may use any lot on campus—with or without a permit—after 4 pm on weekdays, any time on weekends and holidays.

For more information, visit the following website:

<http://www.miis.edu/offices/security/parking>

## BIKE POLICY

This policy exists to protect student property, not to punish students for leaving their bikes on campus. Bikes left on campus overnight or for more than just a few days can attract thieves to the campus.

- Bikes should not be left on campus overnight.
- Bikes left on campus for more than 72 hours may be impounded by Security.
- If a bike is impounded, the lock may need to be cut. Students will have to replace their lock at their own expense.
- Impounded bikes will be placed into the Lost and Found. Students will need to come to the Security Office to claim their bike.

## SOCIAL NETWORKS

MIIS has a variety of social networks where students can join in on the fun.

Visit the website to find the links:

<http://sites.miis.edu/>

You can also check out the social networks specifically for our programs: **Facebook:**

[facebook.com/miis.iesl](https://www.facebook.com/miis.iesl)

**Twitter:** [twitter.com/LanguagesatMIIS](https://twitter.com/LanguagesatMIIS)

**Blog:** [sites.miis.edu/english](http://sites.miis.edu/english)

## MEDIA SERVICES

Media Services provide media resources for faculty and student projects - including presentations, videos, and classroom activities - and technical support for campus events. They coordinate and schedule all audio and video equipment. They are able to supply the following:

- Video/Audio recorders
- Video conversion equipment
- Microphone and Projector setup for events
- Satellite / Cable TV / SCOLA access
- Video and Audio Conferencing

Media Services website is located at:

<http://www.miis.edu/offices/mediaservices>

## DIGITAL LEARNING COMMONS (DLC)

The Digital Learning Commons supports the Middlebury Institute community in the pursuit of academic excellence and digital media fluency. The DLC offers weekly workshops in a variety of skills needed for academic purposes like how to create a blog, a presentation, a movie, and other technological needs. Students may also schedule an appointment for one-on-one feedback with a DLC staff member. There are computers located on the second floor that students may also use. The program website can be found at: <http://go.miis.edu/dlc>



## WHERE DO I GO FOR...

Attendance Verification	Records' Office	647-4121
Career Resources	Library, Fletcher Jones Resource Center	647-4133
Computers	<a href="http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf">http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf</a>	
Copy Machines, Copy Cards	Library	647-4133
Counseling: Academic	Office of Associate Director (Rogers Walker)	647-4186
Counseling: Non-Academic and Personal Counseling Referrals	Office of Student Services	647-4128
E-mail Account Information	ITS, Help Desk	647-6656
Food and Beverages	Samson Student Center or Vending Machines	647-4122
Health Insurance Information and Assistance	Office of Student Services	647-4128
Housing Assistance	Office of Student Services	647-4128
Immigration Advising	Office of Student Services	647-3586
Lab and AV Needs	Lab & Media Services	647-4150
Lost and Found	Security	647-4153
Mail (Sending Only)	Office Services	647-4120
Medical and Dental Referrals	Office of Student Services	647-4128
Parking Permit	Security Office	647-4153
Sports Equipment, Costco Card (To Borrow)	Office of Student Services	647-4128
Student Council & Club Information	Office of Student Services	647-4128
Student ID Card	Security Office	647-4153
Information Technology Support	ITS Help Desk	647-6656

# X. SAFETY

The Security Department is committed to ensuring that visitors, students, member of the Institute faculty and staff will be both safe and will enjoy their stay. Their primary goal is to support the overall mission.

Campus security is responsible for safety, security and support services:

- Issuance of photo identification cards
- Parking controls, including issuance of permits and parking enforcements
- Conducting after-hours safety escorts (on-campus ONLY)
- Maintaining a lost and found box
- Assisting with vehicle lock-outs by contacting the tow trucks and locksmith services on behalf of students

Security is also responsible for reporting illegal activities to responsible staff and/or law enforcement, including:

- All activity relating to crimes
- Underage drinking
- Unauthorized possession of alcohol on campus
- Possession of weapons

If a student feels unsafe or needs help on campus at any time, please stop by the security or call security personnel at (831) 647-4153. Students may also call campus security from any of the blue phones on campus.

For more information, visit:

<http://www.miis.edu/offices/security>

## Important Telephone Numbers

Call **911** for all life-threatening emergencies

Call 9-911 from a campus phone

Call Security at (831) 647-4153 or pick up a blue campus phone

## Other Important Telephone Numbers

- Police: 831-646-3830 and ask to speak with an on-duty police officer
- Security: 831-647-4153 and ask to speak with a security officer
- City Parking: 831-646-3953

## SECURITY ESCORTS

Security escorts are available seven days a week twenty-four hours every day between locations on campus. Security escort services can be accessed by dialing (831) 647-4153 from an outside line. Additionally, there are direct-dial blue campus phones that may be used to directly access Campus Security. Students are encouraged to use the phones anytime Security is needed.

# XI. RULES AND POLICIES

## HEALTH INSURANCE POLICY

All students are required to provide proof of health insurance. Enrollment in or waiving out of the program is required each semester. If a student does not have health insurance it is a violation of the law and it could also result in very expensive hospital bills. The IESL program staff will remind students about this policy each session, but it is the students' responsibility to have insurance. Students may purchase insurance from MIIS or they may provide proof of their own private health insurance coverage.

IESL students in the short-term program can enroll in health insurance on a monthly basis or they can enroll for each session of the program. Program staff will assist students in enrolling in the plan.

Students can provide proof of private health insurance if they choose not to enroll in the Middlebury Institute Student Health Insurance Plan offered through Wells Fargo Student Health Insurance. Government or socialized healthcare provided by their home countries is acceptable, provided that it includes coverage in the United States.

For more information on student health insurance and a summary of the form, please visit the following website:

<https://www.middlebury.edu/institute/student-life/health-wellness/insurance>

## ATTENDANCE POLICY

In order to successfully complete a session, students must maintain at least 80% attendance in all classes, and they are asked to make appointments (such as doctor's appointments) at times when they don't have class.

If a student is sick or has an emergency, they are asked to email their teachers, explain their reason for being absent, and make a plan to do the work that they missed.

In a situation of protracted illness, students may bring in documentation from their doctor for consideration by the instructor and associate director.

If a student is late twice (10 or more minutes), this will count as one absence.

If a student's attendance nears the 80% mark, instructors will notify the director and associate director. If a student's total attendance in a class goes below 80%, they will automatically receive a failing grade for that class.

## SMOKING POLICY

In order to promote a healthful environment, smoking is not permitted inside any building owned or leased by the Middlebury Institute. Anyone smoking close to an Institute building must also step 20 feet away from the building to prevent smoke from drifting inside.

## PAYMENT REFUND POLICY

Students are required to pay their tuition before the first day of the program. The chart below gives a timeline of the refund policies.

Payment of full tuition balance is due by the first day of class unless otherwise arranged.

<b>Application Fee</b>	\$50 due at time of application	Non-refundable
<b>Tuition Deposit</b>	\$200 due at time of acceptance, will be applied to course tuition fees	Non-refundable, payment may be deferred for up to one year
<b>Tuition</b>	\$4,385/\$4,300/ \$4,500 for ESL/EPGS/ EPGS T&I respectively due before the first day of class	Tuition does not include textbook or housing. See refund schedule below

<b>Timing</b>	<b>% Refund</b>
Within 1st week of course start date	100% of balance paid less \$200 tuition deposit & application fee
Within 2nd week after course start date	50% of balance paid less \$200 deposit and application fee
After first two weeks	NO REFUND

## ADA & STUDENTS WITH DISABILITIES

The Middlebury Institute of International Studies is committed to providing accommodations for students with disabilities in accordance to the 1973 [Americans with Disabilities Act](#) (ADA) and to providing equal and integrated access for individuals with disabilities to all of the academic, social, and cultural programs that are offered on campus. Any student who requires reasonable accommodations for a disability based on the appropriate documentation must apply for those services through the [Office of Student Services](#).

The application is available online at [this link](#). Please follow the instructions to make sure that you get the accommodations you need to succeed at MIIS.

## ANTI-HARASSMENT/ DISCRIMINATION POLICY

The Middlebury Institute and the ESL program want every student, faculty member, and staff member to feel welcome and comfortable on this campus. For this reason, the Institute does not allow discrimination or unfair treatment of any person based on their religion, sex, race, or any other reason. You can read the entire policy here:

<http://www.middlebury.edu/about/handbook/policies-for-all/non-discrim-policies/smdvs>

If you think that you have been harassed, discriminated against, or treated unfairly, please report this as soon as possible to the Associate Director, Rogers Walker.

## **MAINTAINING YOUR F-1 STATUS**

During your program at MIIS, you need to maintain your F-1 (student) visa status by doing the following:

- Meet with the International Student Advisor when you arrive and anytime your local address changes.
- Enroll in four ESL classes as a full-time student and attend at least 80% of class meetings.
- It is your responsibility to keep your documents current. Check the information and expiration dates on your passport and I-20. If any information changes or if your passport may expire while you are in the United States, please renew your passport and meet with the International Student Advisor.

## **ESL DISCIPLINARY/ DISMISSAL POLICY**

The Student Conduct Policy Overview of the Middlebury Institute of International Studies at Monterey states: “The Middlebury Institute promotes a campus environment that supports the overall educational mission of the Middlebury Institute and intends to help protect the Institute community from disruption and harm, to encourage appropriate standards of individual and group behavior, and to foster ethical standards.” Please see the full Student Conduct Policy Overview for more details:

<http://www.miis.edu/student-life/policies/student-conduct-policy-overview>

All students enrolled in the intensive English language programs at the Middlebury Institute should exhibit respectful behavior, and adhere to all academic norms and all policies set by the Institute and program. Any student conduct deemed to be in violation of Institute and program policy will be handled according to the following conduct policies and procedures:

## **DISCIPLINE BASED ON BEHAVIOR**

Student behavior that is disrespectful and/or interferes with other students’ ability to learn in a safe, supportive environment will be addressed under a “four strike” policy, based on the number of instances of behavior deemed to be in violation of Institute and program policy.

The first instance will result in a conference with the relevant teacher and/or the Associate Director of the Intensive English Programs. This conference will be documented and kept on file. The second instance will result in a written warning from the Associate Director of the Intensive English Programs. This written warning will include written expectations for behavior that should change. The third instance will result in a meeting with both the Associate Director of the Intensive English Programs, and the Assistant Dean for Language & Professional Programs and the Graduate School of Translation, Interpretation, and Language Education. Depending on the severity of the infraction committed and the result of this meeting, the student may be

dismissed from the program. The fourth instance will result in automatic dismissal from the program. If student behavior is considered severe enough, such that it is dangerous or presents an immediate threat to the school's ability to operate normally, the student will be dismissed immediately thereby bypassing the four strikes process.

## **DISCIPLINE BASED ON ATTENDANCE**

Student attendance in the intensive English language programs is critical. Repeated failure to attend classes will result in both verbal and written warnings. Written warnings will be delivered to the student via email. There will be three attendance warnings issued. The first warning will be issued when student attendance falls below 90% in any class. The second warning will be issued when student attendance falls below 80% in any class. The third and final notification will be issued when student attendance falls below 70% in any class. This third notification will result in automatic dismissal from the program.

## **DISCIPLINE BASED ON ACADEMIC DISHONESTY (CHEATING OR PLAGIARISM)**

Academic integrity is central to the mission of the Middlebury Institute and its intensive English language programs. Any instance of cheating, plagiarism, or other conduct that violates academic integrity will be addressed under a "four strike" policy, based on the number of instances of behavior deemed to be in violation of

Institute and program policy. The first violation will result in a formal warning, and explanation of why the violation is unacceptable. Depending on the situation and particular assignment, the teacher will use his/her discretion to determine whether the student should either fail the assignment or be given the opportunity to revise the assignment for partial credit. The second violation will result in a failing grade for the assignment and formal notification of the violation. The third violation will result in automatic failure of the class, and the student will also have to sign a document that acknowledges their academic dishonesty and the consequences for continued academic dishonesty. The fourth violation will result in automatic dismissal from the program.

# XII. IMMIGRATION

During orientation, students meet the International Student Advisor in an immigration information and question/answer session. There is a PowerPoint presentation and follow-up email addressing the following:

SEVIS (the Student and Exchange Visitor Information System);

- Documents: I-94, visa, I-20 or DS-2019;
- How to maintain status – Check-in and reporting obligation during program;
- Travel during the program;
- Dependents;
- Driver’s licenses and State ID cards;
- Grace Periods

Throughout the student’s program, the International Student Advisor is available to talk about visa-related questions, including the SEVIS transfer processes and program extensions of the ESL program.

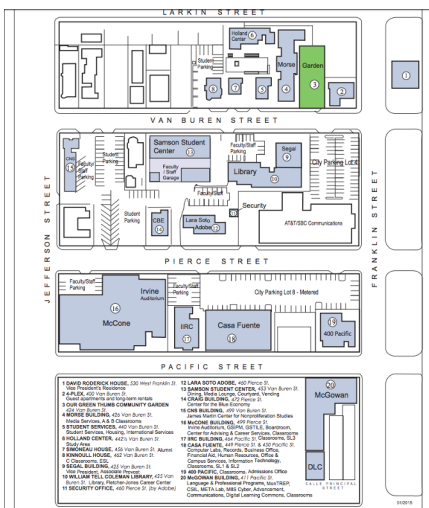
Students are invited to contact Student Services staff via email, phone, Skype, in-person appointments, and stopping by the office.

The number to reach Student Services is 831-647-4128.

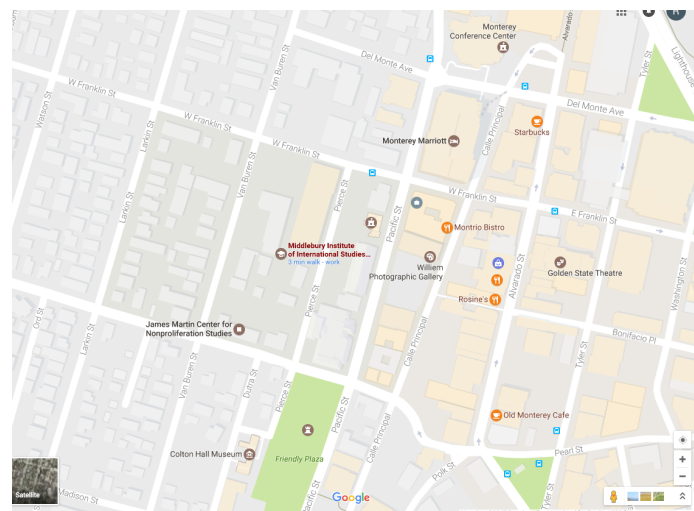
Their email is [student.services@miis.edu](mailto:student.services@miis.edu) or [visas@miis.edu](mailto:visas@miis.edu) (for visa related questions). Their website is: <http://www.miis.edu/student-life>

# XIII. MAPS

## Campus Map



## Interactive Campus Google Map



# XV. FORMAL COMPLAINTS

If a student has a problem in one of their classes or a complaint, they are asked to speak with their teacher first. If a student is not comfortable speaking to their teacher, or if the problem is not related to a class, the student should email or make an appointment to talk to the IESL associate director. Most problems can be resolved when a student makes an appointment with an instructor or staff member and they have a calm and honest discussion about the issue. If the problem cannot be resolved through the teacher, the student should start the formal complaint process by completing the form “Intensive English Programs Formal Complaint” and giving it to the associate director. The associate director will contact the student as soon as possible to set up a meeting with the student, the associate director, and the assistant dean for Language and Professional Programs. Together they will try to resolve the issue in a way that is satisfactory to the student without compromising the standards of specific courses or of the program.

All formal complaints must be put in writing using the official “Intensive English Programs Formal Complaint” form. This form is available in hardcopy in the associate director’s office, or by printing the page below.

When initiating a formal complaint, please follow these steps:

- Be sure you have first tried to resolve the issue by speaking directly with the individual(s) or office(s) involved.
- Complete and submit the “Intensive English Programs Formal Complaint” form (these should be submitted to the associate director by email or printed copy).
- When the complaint is received, you will be contacted as soon as possible to schedule a meeting between you, the associate director, and the assistant dean.
- After your concern has been addressed, you will receive a letter documenting the resolution of the issue.





# Middlebury Institute of International Studies at Monterey

## Intensive English Programs Formal Complaint

Date: \_\_\_\_\_ Full Name: \_\_\_\_\_

Program (*circle one*): IESL EPGS

Please describe the complaint clearly, and include the following information:

- the decisions or actions by the Institute and/or the events that caused this complaint;
- the negative effect on you;
- the resolution that is requested—in other words, how you would like this complaint to be resolved;
- the names of the decision-makers and other people who know about this issue;
- what you have already done to try to resolve the complaint (for example, talking or meeting with your instructor or the associate director).

You may attach a sheet of paper if necessary.

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**Please submit this form to the associate director. She will contact you as soon as possible to arrange a meeting with the associate director and assistant dean.**