



Student Handbook
Revised Dec 2019

Mission Statement

To provide a comprehensive, student-centered English language program where students learn to communicate successfully in personal, professional, and academic environments.

ILUNO Resources: Where can I go if I need help?

For academic (class) help, talk to your teachers. They might also have you talk with the Intensive English director in the International Programs Office (ASH 241).

For other help, talk to the International Advisors in the International Programs Office (ASH 241). They've had many years of experience helping students from around the world. If you have a problem or a question, just ask! They can help with issues like:

- Visa/I-20/passport/travel matters- All issues concerning Immigration regulations
- Attendance (Talk to advisors about personal problems that keep you from going to class)
- Housing concerns (on or off campus)
- Legal problems (for referrals)
- Medical problems
- Personal or cultural adjustment problems
- Transportation

Cultural Note: Be sure to make an appointment (a meeting) with your teachers, the Director, and the International Advisors. Please remember, whenever you make an appointment, you need to go to your appointment and arrive on time. If you are late or cannot go to the appointment, you should call or email to cancel it.

Table of Contents

Current Administrative and Staff Positions	6
Attendance	7
Full-time Attendance	7
Absence Policy	7
Medical Excused Absence Policy	Error! Bookmark not defined.
Planned Absence Requests	10
Vacation from ILUNO	10
Schedule Pick-up	10
Withdrawal from Class	10
Tuition & Fees	11
Tuition	11
Tuition Refunds	11
Fee Refunds	11
Tuition Deferrals	11
Refund Policy	12
Academics	13
Academic Integrity Policy	13
Grade Appeal Procedure	14
Classes and Levels	16
Classes & Levels	16
Reading, Writing, and Grammar Core Courses	16
1200 Reading, Writing, and Grammar: Low Beginning	16
1300 Reading, Writing, and Grammar: High Beginning	16
1400 Reading, Writing, and Grammar: Low Intermediate	16
1500 Reading, Writing, and Grammar: Intermediate	16
1600 Reading, Writing, and Grammar: High Intermediate	16
1700 Reading, Writing, and Grammar: Advanced	16
1800 Reading, Writing, and Grammar: Advanced Extended	16
Listening & Speaking Core Courses	17

1201 Listening and Speaking: Low Beginning	17
1301 Listening and Speaking: High Beginning	17
1401 Listening and Speaking: Low Intermediate	17
1501 Listening and Speaking: Intermediate	17
1601 Listening and Speaking: High Intermediate	17
1701 Listening and Speaking: Advanced	17
1801 Listening and Speaking: Advanced Extended	17
Elective Courses	17
3350 Oral Fluency I	17
3450 Conversation	17
3470 Intermediate Vocabulary	18
3620 Creative Writing	18
3650 Oral Fluency II	18
3675 Academic Vocabulary	18
3677 Quick IELTS	18
3680 Quick TOEFL	18
3685 Academic Technology	18
3690 Critical Thinking	18
3695 Service Learning	18
Core Course Student Learning Objectives (SLOs)	19
1200 Low Beginning	19
1300 High Beginning	19
1400 Low Intermediate	20
1500 Intermediate	20
1600 High Intermediate	21
1700 Advanced	21
1201 Low Beginning	23
1301 High Beginning	23
1401 Low Intermediate	24
1501 Intermediate	24
1601 High Intermediate	24
1701 Listening and Speaking: Advanced	25
1801 Listening and Speaking: Advanced Extended	26

Grading Scale	26
Changing Classes	26
Complaints / Grievances	28
Transcripts, Certificates & University Admission.....	29
Requesting Transcripts on MavLink	29
Transferring to UNO.....	30
Admission to UNO.....	30
The Advantage Track (AT-UNO) Program	32
Completing the AT-UNO program	33
Resources on Campus.....	34
Computer Labs	34
Criss Library	34
Health, Physical Education, and Recreation (HPER)	35
International Student Services (ISS)	35
Milo Bail Student Center (MBSC)	35
<i>Bookstore</i>	35
<i>Chapel</i>	35
<i>Convenience Store</i>	35
<i>Food Court</i>	36
Housing.....	37
On-Campus Housing	37
Off-Campus Housing	37
Transportation – UNO and Omaha	38
Shuttle Buses on Campus	38
Metro City Buses	38

Current Administrative and Staff Positions

ILUNO Intensive English

Jeffrey Couch, Director
Deirdre McMurtry, Assistant Director
Heather Brescia, Logistics and Program Coordinator

International Student Services

Lori Arias, Assistant Director
Jennifer Stahl, Advisor
Michele Sanchez, Advisor

Office Management and Service

Kristy Leahy, Finance Associate
Elizabeth Schwartz, Office Manager
Kathleen Kline, Clerical Assistant

Introduction to ILUNO

Since 1977, the Intensive English program at the University of Nebraska at Omaha (ILUNO) has been helping hundreds of students per year to improve their English language skills, prepare for undergraduate or graduate studies, and make friends throughout the world. ILUNO classes are held six times throughout the year.

Fall and spring sessions are eight weeks long; summer sessions are seven weeks. Please see our website for current and upcoming session dates.

Attendance

Full-time Attendance

Students with F1 visas in ILUNO are required to attend 21 hours of class time each week for the full week session. In our program, 21 hours is considered full-time for immigration purposes. Generally students take the two core classes (Reading, Writing & Grammar and Listening & Speaking) and one elective class. Classes run throughout the year, six times per year.

Absence Policy

Upon entering the ILUNO program, students will sign an attendance policy statement. Attendance is required and all absences are recorded for immigration purposes. We understand that students are not always able to attend class due to illness, accidents, or personal issues. Therefore, the ILUNO program allows students to miss a reasonable amount of classes. The results of high absence hours are below:

Absence hours (per session)	Result
15 hours	Written warning Hold on AT-UNO admission No longer receive Admission by Permission
35+ hours	Dismissal from program (21 days to find / transfer to another program)
50+ hours	Termination of SEVIS record

Calculating Absence Hours

Absence hours are calculated based on the following total class hours:

Session Length	Listening Speaking	Reading Writing Grammar	Elective
8 weeks	1.5 hours / day	2 hours / day	1.75 hours / day
7 weeks	1.75 hours / day	2.25 hours / day	1.75 hours / day

Each week instructors add all of the hours each student was not in class and report the total to the ILUNO Attendance Monitor. Absences are calculated for every 15 or 30 minutes of class missed for:

- being late
- returning from break late
- leaving class early
- missing class

Absences are reported for **all missed class** no matter what the cause. For example, absences will be counted and recorded for:

- illnesses
- doctor's appointments
- missed alarms / oversleeping
- car accidents
- UNO tests (TOEFL, EPPE or Math Placement)
- ILUNO appointments with advisors
- UNO appointments with admissions advisors, cashiering, academic advisors, etc.

When an instructor or the university cancels class for health or weather emergencies or holidays, absences will not be recorded.

Absence hours may be reduced if the student has a record of a medical emergency or serious health issue by taking doctor's notes to an International Advisor to review and discuss the need for the absence. **It is important for students who experience health or personal problems to meet with an international advisor for help.** (See Medical Excused Absence Policy below)

For all other emergencies or other unusual circumstances, you must get meet with the Director or Assistant Director to get a waiver to reduce the hours on your attendance record. Attendance hours are usually only changed in situations where you are close to being dismissed from the program (for example, close to 35 hours).

Medical Excused Absences & Accommodations Policy

Summary: In addition to the regular attendance policy, the ILUNO program follows a policy of medical exemptions to excuse some absences in compliance with UNO's policy of reasonable accommodations for students. All approvals for an excused absence or classroom accommodation **must** go through UNO's Accessibility Services Center. They will meet with the student, review documentation and discuss diagnoses and needs. Once they make a determination, they will notify the Director, Assistant Director, Director of International Advising, and the students' instructors.

1. **Syllabus** – Please include a notice on your syllabus concerning medically-related absence issues that provides the Accessibility Services Center (ASC) contact information. See below for an example.
2. **Faculty Notification Procedure** – When a student with a disability or need enrolls in a course, faculty and instructors can expect an email from ASC explaining the specific accommodations assigned to the student. Students have a responsibility to communicate their need to each instructor. However, when a student requests assigned accommodations, they must be provided as soon as reasonably possible. If sufficient notice is not provided in a timely fashion, please contact ASC to discuss how to best proceed. If you find that an accommodation conflicts with an essential element of the course, contact ASC.
3. **Confidentiality** – It is important to remember that the student's status as a person with a disability or needed accommodation is confidential. All medical or health related

information is confidential. Please make every effort to keep all discussions with a student about their needs as private as possible.

4. **Making Referrals to Accessibility Services Center** – A student may disclose a disability or condition and ask an instructor or administrator for accommodations directly rather than going through the ASC registration process. For ILUNO students, please ask the student to go to ASC or to speak with an International Advisor and then email the International Advisors to let them know that you have recommended that student to speak with them.
5. **Documents & Evidence** – The student should bring any documentation to ASC. Please do not accept any doctor's notes from students or ask them about their medical issues.
6. **ASC Notification** – The Accessibility Services Center will determine if the student is eligible for accommodations and email our office and the student with their decision.
7. **Attendance Record Update** – If ASC determines that a student has an allowed absence, they will list the specific days in their notification. Instructors **should not change** their daily absence records but should keep the original numbers for reference as needed. Instead, the weekly absence report will be adjusted to take into account any authorized changes.
8. **Instructor Notification** - The instructor will be notified of the dates or accommodations recommend by ASC by email or by an ILUNO administrator. Unless there are specific questions about the student, the instructor will receive no other notifications from ILUNO administrators.
9. **Reasonable Accommodations** – Reasonable accommodations, in general, include 1-2 days to make up any late work or assessments. If a student missed a day of instruction, please provide them with materials to understand the general ideas that they missed. You are encouraged to help the student, but you are not required to grant excessive delays or revisions to work missed unless it seems appropriate to you. Aside from the few days required by ASC for reasonable accommodations, please follow the policy stated on your syllabus for late or makeup work or your general classroom practice with other students.

Example Syllabus Statement: Medical Excused Absences & Accommodations:

ILUNO and UNO provide reasonable accommodations for students who have a registered need with Accessibility Services Center and make a request for help with enough advanced notice. Needs may include a sudden or long-term health issue, any physical disability or significant limitation in moving/seeing/hearing, any learning disability, or any other problem that substantially limits your life activities. If you have a question or concern, please go to Accessibility services for more information. Their office is in MBSC 126, phone: 402.554.2872, email: unoaccessibility@unomaha.edu)

Planned Absence Requests

If an ILUNO student plans to miss more than 2 consecutive days of class (travel, family reasons, etc.), they must seek permission from an international advisor who will contact the students' instructors. Each instructor needs to sign a planned absence form. This form is mandatory so that international advisors can give support for travel plans. The days missed will still count towards the total number of absences allowed per session. Students can get this form from the front desk in the International Programs office (ASH 241).

Vacation from ILUNO

There are four days off between each eight week session in the Spring and Fall (Friday, Saturday, Sunday, and Monday). After the March-May Session and the June-August sessions, there are vacation periods which are approximately one week long. There is a long holiday break after the October-December session. After four sessions (or eight months in ILUNO), an ILUNO student can ask their international student advisor for a two month vacation (a session off) if the student will continue studying in the program.

Schedule Pick-up

New students will receive their initial class schedule during their academic orientation. Returning students should plan to pick up their schedule for each session at 8:15 a.m. on Tuesday of Week 1, the first day of class. Student absences are counted from the first day of classes.

New students must arrive and take the placement test within the first week of classes. Students who arrive after the first week will be required to defer enrollment or transfer to another program.

Withdrawal from Class

In cases of emergency, it may be necessary to return home and withdraw before the end of a session. If a student withdraws from ILUNO **and are in F-1 status, they must depart the U.S. within 15 days; they are ineligible for the 60 day grace period.** In order to withdraw, the student must meet with an international student advisor. Sponsored students may withdraw only with permission of the sponsor.

Tuition & Fees

Tuition

ILUNO students are required to pay for all tuition, fees, and insurance on or before the first day of classes. New students are required to demonstrate the ability to pay for two sessions (16-weeks) unless special permission is granted in advance of the session by the Director of Intensive English. Students who do not pay for their ILUNO tuition, fees, and insurance by the required dates will be removed from ILUNO classes until payment is complete. If they are unable to pay for the ILUNO session, their SEVIS record may be terminated.

Please Note: Students are not eligible for refunds after the first week of the session.

Tuition Refunds

Students who officially withdraw from ILUNO will receive a partial refund on tuition according to the schedule listed below. There are **no refunds** after the first week of classes of the current session. Tuition prepaid for future sessions will be refunded in full.

i.	Withdrawing before the first day of class	100%
ii.	Withdrawing in the first week	100%
iii.	Withdrawing after the 1st week	No Refund

Fee Refunds

Student services and technology fees are 100% refundable prior to the first day of class. Application fees, health insurance, and SEVIS fees are non-refundable.

Tuition Deferrals

Students withdrawing or changing programs prior to the end of the first week of class may defer tuition and fees (other than the application fee, SEVIS fees, and insurance) towards the next session or towards UNO tuition in the next semester. Deferrals not used by the following session will be forfeited (no refunds on deferred tuition or fees).

Exceptions (Subject to approval of the Intensive English Director):

- a. Students who are denied a visa for study will receive a 100% refund of tuition and fees only. The application fee and SEVIS fee are non-refundable. Documentation of the denial must be submitted from the U.S. Embassy/Consulate and the I-20 returned to ILUNO/IPD to receive the refund.
- b. If a course is canceled due to lack of enrollment, students have the option to transfer to another class, or all tuition will automatically be deferred without penalty to the next session.
- c. Withdrawal for Medical Reasons: If a student has had a doctor and international advisor complete the UNO Reduced Course Load (RCL) Form before withdrawing from classes, the student can receive a partial refund (determined by the number of weeks attended prior to withdrawal).

Refund Policy

Refunds are limited; ILUNO gives no refunds except in documented, extenuating circumstances. All refunds must be approved by the program administrators. If a refund is granted, the application fee, SEVIS fees, and insurance are nonrefundable. Note that the reimbursement process can take **4-6 weeks**.

Academics

Academic Integrity Policy

ILUNO Academic Integrity Policy

What is Academic Integrity?

Academic integrity* means that you as a student should be honest about the work given to your teachers for a grade. If you are dishonest about work that you give to your teachers, you are not acting with integrity.

The University of Nebraska at Omaha defines different ways that all students can be dishonest:

- Cheating
 - Copying or trying to copy the work of another student;
 - Using or trying to use information, notes, study aids, or electronic devices (phones, tablets, etc.) for an academic test or quiz;
 - Sharing information to help another person for an academic test, examination, or exercise.
- Fabrication* and Falsification*
 - Falsifying or fabricating any information or citation in any academic exercise, work, speech, test, or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
- Plagiarism
 - Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes, or other academic work in **whole** or in **part** as one's own when such work has been prepared by another person or copied from another person.
- Abuse* of Academic Materials and/or Equipment
 - Destroying, stealing, etc. library or other academic resource material.
- Complicity* in Academic Dishonesty
 - Helping or attempting to help another student to commit an act of academic dishonesty.
- Falsifying Grade Reports
 - Changing or destroying grades, scores, or markings on an examination or in an instructor's records.
- Misrepresentation* to Avoid Academic Work
 - Using an excuse* such as illness, injury, accident, etc., that is not true in order to avoid turning in academic work on time or to avoid or delay the taking of a test or examination.

Glossary

Abuse(n): the use or treatment of something in a way that causes damage

Complicity (n): the act of helping to commit a crime or do wrong in some way

Excuse (n): a reason that you give to explain a mistake, bad behavior, etc.

Falsify (v): to make (something) false; to change (something) in order to make people believe something that is not true

Fabricate (v): to create or make up (something, such as a story) in order to trick people

Integrity (n): the quality of being honest and fair

Misrepresent (v): to describe (someone or something) in a false way especially in order to deceive someone; to give someone a false idea about (something or someone)

Effects of Academic Dishonesty

If an ILUNO student breaks the rules for academic integrity by cheating, plagiarizing, or any other form, the following actions will be taken:

1. The first time a student breaks the rules for academic integrity, the teacher will review the rule with the student. If it is a homework assignment, the teacher will give that student one chance to redo it for **partial credit** (ten percentage (10%) point deduction). If a student is dishonest on a test or quiz, they will receive a score of zero (0) on that exam.
2. The second time a student breaks the rules for academic integrity, the student will receive a zero (0) on the assignment or examination and will not be permitted to rewrite it. The student will report to the Director of Intensive English and appropriate disciplinary action will be taken.
3. The third time a student breaks the rules for academic integrity, the student will receive an automatic F in the class and be required to meet with the Director of Intensive English to discuss this serious problem. This may also result in further actions as appropriate, including the termination of a student's SEVIS record.

A student who photographs and/or gives others copies of an exam will receive an F in the course and may be expelled from the ILUNO program immediately.

I understand the academic integrity policy and agree to the conditions above.

Name

Date

NU ID Number

Grade Appeal Procedure

If a student disagrees with a grade they received in an ILUNO class, the student must first meet with their instructor to discuss the grade. If the student would like to officially request a grade appeal (reconsideration), they must follow the steps below:

- 1) The student picks up a Grade Appeal form in ASH 241 at the front desk
- 2) The student completes the top part of the form
- 3) The student emails the instructor to find a time to meet to discuss the grade
- 4) The student meets with the instructor to discuss the grade
- 5) The instructor completes the form and submits to the Director of Intensive English

If a student disagrees with the decision after the form has been completed, they may make an appointment to discuss the grade appeal with the director. Students should call (402) 554-2293 or stop by the front desk in ASH 241 to make an appointment with the director. Students should make sure to tell the front desk that they would like to discuss a grade appeal.

A student can file grade appeals for the two weeks following a session. After that, a grade cannot be appealed.

Classes and Levels

Classes & Levels

The Intensive Language program at UNO (ILUNO) consists of two core tracks: one that integrates reading, writing, and grammar and a second that integrates listening and speaking; both provide instruction on vocabulary. In addition to the 17.5 hours per week of core courses, student select a 3.5-hour elective course focused on a specific topic to complete their full-time enrollment of 21 hours per week.

Reading, Writing, and Grammar Core Courses

The courses in this track focus specifically on reading, writing, grammar, and vocabulary skills. Students build their critical thinking abilities as they complete tasks and assignments appropriate to their level of proficiency.

1200 Reading, Writing, and Grammar: Low Beginning

This class introduces students to basic grammar structures and gets them ready to read and write short paragraphs on simple topics

1300 Reading, Writing, and Grammar: High Beginning

This class expands the basic grammar structures to help students read and write detailed paragraphs about everyday situations and common topics.

1400 Reading, Writing, and Grammar: Low Intermediate

This class develops students' ability to identify main ideas and details, classify and explain concepts, make inferences, and write fluently on familiar topics

1500 Reading, Writing, and Grammar: Intermediate

This class moves students from basic grammar control on verb tenses in speaking and writing into more complex and comparative structures and expands their vocabulary and critical reading skills in pre-academic essays and fiction.

1600 Reading, Writing, and Grammar: High Intermediate

This class develops students' ability to understand complex main ideas and details in modified authentic texts and novels, making inferences and thinking critically, preparing academic summary and response writing, and increasing fluency and detail development in argument essay writing

1700 Reading, Writing, and Grammar: Advanced

This class challenges student to prepare for university-level work by reading and analyzing essays and authentic fiction texts, preparing and leading class discussions, writing complex and detailed essays in timed settings, and exploring different types of essay genres.

1800 Reading, Writing, and Grammar: Advanced Extended

This class challenges students to prepare for university-level work by reading and analyzing academic essays or blogs, describe and analyze charts and graphs, build skills in identifying and researching gaps in background context, and develop detailed arguments in timed settings.

Listening & Speaking Core Courses

In this track, students strengthen their proficiency in listening, pronunciation, and presentation skills. They participate in speaking activities, which include improving the flow of conversation, expressing opinions, and sharing experiences and ideas. Teachers encourage students to practice thinking critically and interacting professionally via the English language.

1201 Listening and Speaking: Low Beginning

This class introduces students to basic words and conversations that help them ask questions, get around a city and meet their basic needs

1301 Listening and Speaking: High Beginning

This class builds on basic English grammar and vocabulary knowledge to help students talk about everyday topics in the present and past, and to give simple explanations

1401 Listening and Speaking: Low Intermediate

This class helps student develop conversation skills, listen for main ideas and details in conversation and short lectures, and practice with short speaking activities on familiar topics

1501 Listening and Speaking: Intermediate

This class moves students from independent fluency on everyday topics to independent thinking and talking about more complex topics through discussions, speaking tasks and quick presentations on a variety of pre-academic topics.

1601 Listening and Speaking: High Intermediate

This class helps students develop fluency and control through speaking independently on personal and academic topics, listening to short lectures, and giving presentations on simplified academic topics

1701 Listening and Speaking: Advanced

This class challenges students to prepare for university-level work and increase their fluency through listening to academic and professional lectures, annotation and notetaking, discussing academic essays and giving individual and group presentations on complex academic topics.

1801 Listening and Speaking: Advanced Extended

This class challenges students to prepare for university-level work and increase their fluency through listening to academic and professional lectures, listening for assumptions and making inferences, annotation and notetaking, discussing academic essays and giving individual and group presentations on complex academic topics.

Elective Courses

3350 Oral Fluency I - This class introduces students to basic pronunciation and spelling rules of English and builds students vocabulary on everyday words.

3450 Conversation - This class gives students more challenging pronunciation practice and introduces them to simple conversation activities and discussions.

3470 Intermediate Vocabulary - This class builds pre-academic vocabulary and general American cultural topics through reading short non-fiction and watching movies and video clips.

3610 Cultural Comparisons - This class helps students practice oral communication skills by discussing cultural topics on American and other customs and cultural rules and having students participate in activities describing and comparing cultures and discussing potential cultural issues and inter-cultural communication solutions.

3620 Creative Writing - This class asks students to begin thinking about language as an art, exploring vocabulary connotations, story structures, poems and songs and implicit reasoning and context/background gaps.

3650 Oral Fluency II - This class reviews advanced pronunciation features – including stress, intonation, linking, pausing, and syllabification – and helps students practice these paralinguistic skills and self-monitoring their speech production through exercises, fluency speaking practice and discussions.

3675 Academic Vocabulary - This class rotates through words in the Academic Word List sublists 2-8, asking students to deepen their understanding of vocabulary meaning, parts of speech/inflection and suffixes, and spelling through games, discussion, short presentations and writing activities.

3677 Quick IELTS - This class helps students prepare for the IELTS and other English pre-university proficiency exams by reviewing advanced grammar structures, Greek and Latin word roots, common prefixes and suffixes, question types and exam structures, and strategies for taking the exam. Students practice taking sections of the exam and discuss reasons for mistakes and comprehension problems.

3680 Quick TOEFL - This class helps students prepare for the TOEFL IBT and other English pre-university proficiency exams by reviewing advanced grammar structures, Greek and Latin word roots, common prefixes and suffixes, question types and exam structures, and strategies for taking the exam. Students practice taking sections of the exam and discuss reasons for mistakes and comprehension problems.

3685 Academic Technology - This class helps students become comfortable with common technologies, terminology, and concepts that will be expected in a US college or university classroom, including programs expected for homework, communication, and course projects (Word, PowerPoint, email, etc.)

3690 Critical Thinking - This class raises students' awareness of different kinds of critical thinking skills and helps build skill in recognizing information gaps in reading and listening communication, making inferences, evaluating assumptions, and understanding challenges in organization and logical thinking.

3695 Service Learning - This class helps student understand the social and institutional structures of society connected to poverty or special needs in the United States. It helps students explore issues in Omaha by doing cross-cultural events with local schools and community groups and volunteering with organizations (Food Bank for the Heartland, Open Door Mission, Habitat for Humanity, Nebraska Humane Society, etc.) and doing community service (community gardens, graffiti cleanup, collecting donations. The overall goal is to encourage students to consider the needs in the home countries and communities and consider how they can help there using the skills and resources available to them.

Core Course Student Learning Objectives (SLOs)**READING, WRITING, AND GRAMMAR CLASSES****1200 Low Beginning****By the end of 1200, students will**

1. A. Identify the meanings of and spell teacher-selected vocabulary in quiz and exam exercises
2. A. Identify the main idea and key details of descriptive or informative texts by answering questions about the text or drawing or acting out key people or events in the story
3. A. Write simple sentences using correct subject-verb agreement, capitalization, and punctuation, and plural /modifier agreement B. Ask and write yes/no and WH- questions using appropriate word order C. Write a short, clear descriptive, narrative, or explanatory texts using simple sentences
4. A. Correctly label nouns, verbs, adjectives, and prepositions in a given text B. Identify nouns as either singular or plural and produce them accurately in writing C. Recognize grammar errors in simple sentences by locating and correcting missing items, order errors, agreement errors, or extra items

1300 High Beginning**By the end of 1300, students will**

1. A. Read aloud, pronounce, and correctly spell all vocab words from the Dolch third grade and noun lists in addition to teacher-selected vocabulary B. Define common prefixes and suffixes and identify or apply inflection changes in context exercises
2. A. Correctly identify the main idea and supporting details of a text for a level-appropriate text
3. A. Compose simple and compound sentences using proper capitalization and mechanics B. Write short texts using appropriate sentence mechanics, a topic sentence, supporting details
4. A. Define and label the following parts of speech in a sentence: noun, verb, adjective, adverb,-and pronoun B. Produce past and present verb tenses in exams, homework and/or writing assignments including simple past and present, and past and present progressive

C. Identify and produce simple future and near future (present progressive) forms on exercises or exams

1400 Low Intermediate

At the end of 1400, students will

- | |
|--|
| <p>1. A. Spell and define teacher-selected words and their word family members</p> <p>B. Define common prefixes and suffixes and identify or manipulate in context (explain influence on word root, identify part of speech in context, etc.)</p> |
| <p>2. A. Correctly identify the main idea and supporting details of a given text</p> |
| <p>3. A. Write or express a simple summary of a given text expressing the main topic and idea or purpose</p> <p>B. Write a response to readings expressing a personal reaction or opinion about the ideas, story, characters, or theme</p> |
| <p>4. A. Write paragraphs using a variety of tenses and tense shifting (e.g. simple past + past continuous)</p> <p>B. Write paragraphs that include topic sentences and on-topic explanations and examples</p> <p>C. Using teacher feedback, self-revise writing assignments for clarity of ideas, level-specific grammar, spelling, and punctuation</p> |
| <p>5. A. identify common parts of speech (n, v, adj, adv) and modify inflections within a context</p> <p>B. Identify and produce variety of simple, compound, and complex sentences structures in exercises, exams and writing assignments</p> <p>D. Identify and produce simple future and near future tenses in exercises or exams</p> <p>E. Identify and produce basic modals, such as ability, possibility, permission, obligation, etc., in exercises or exams</p> <p>F. Identify and produce basic forms of comparatives and superlative structures and common comparative structures in exercises or exams</p> |
| <p>6. A. Compose an email or other kind of correspondence that includes an appropriate purpose, greeting and closing</p> |

1500 Intermediate

By the end of 1500, students will

- 1. A.** Spell and define teacher-selected words and their word family members

<p>2. A. Correctly identify the main idea and supporting details of a given text</p> <p>B. Produce an outline of main ideas and details of selected readings</p>
<p>3. A. Write a response to a given fictional story expressing an opinion about the story, character, or theme and expressing a reflection about how the story relates to the real world</p> <p>B. Write a summary of a given article</p>
<p>4. A. Write one and multiple paragraph texts with academic structures, a variety of sentence types and a variety of grammar structures</p> <p>B. Writing assignments include topic sentences, explanations, examples and basic transitions, and conclusions</p> <p>C. Using teacher feedback, self-revise essays for organization, content, level-specific grammar concepts, spelling, punctuation, and formatting</p>
<p>5. A. Identify and produce real conditionals, perfect tenses, and complex modals (advice, preference, politeness and prediction) exams, homework and/or writing assignments</p>
<p>6. A. Type written assignments such as essays and summaries using given formatting for heading, margins, font size, indentations, spacing, and capitalization</p>

1600 High Intermediate

By the end of 1600, students will

<p>1. A. Define selected vocabulary words and word families from course readings on quizzes and exams.</p>
<p>2. A. Demonstrate reading comprehension by reading 800-1500 word texts and by identifying main ideas and details in exam exercises, discussions and summary writing.</p>
<p>3. A. Write summary-responses that demonstrate reading comprehension, ability to distinguish main ideas from details and ability to express personal opinions and reactions to readings.</p>
<p>4. A. Write five paragraph essays in timed and non-timed settings using: a variety of sentence structures, detailed examples and explanations, and a cohesive and coherent organization of ideas.</p>
<p>5. A. Produce and edit common errors in adjective clauses, adverb clauses, noun clauses, and unreal conditions by completing grammar formation and editing exercises on quizzes or exams, by including structures of each kind in their essays, and by completing editing exercises in the peer review and essay revision processes.</p>

1700 Advanced

By the end of 1700, students will

<p>1. A. Read, spell, define and connect with synonymous meaning vocabulary from the AWL sub-list 3 and any additional teacher-selected words</p>
<p>2. A. Demonstrate knowledge of main ideas, details, genre, and text purpose by annotating, outlining and summarizing course readings</p> <p>B. Lead the class in a 15 minute discussion which demonstrates global meaning, text to self or text to world critical thinking comments about a given text</p>
<p>3. A. Create in-text and end-of-text citations using APA style guidelines in writing assignments</p> <p>B. Evaluate information sources for reliability by identifying author’s credentials, publisher’s authority and publication date</p>
<p>4. A. Write essays in a variety of rhetorical modes while integrating supporting details from readings and research</p> <p>B. Identify, produce and edit, gerunds and infinitives and passive voice by completing grammar formation and editing exercises, and by correctly including these structures in the essays</p>
<p>5. A. Produce and edit sentences for correct punctuation and logical connections in writing exercises and essays</p>

1800 Advanced Extended

By the end of 1800, students will

<p>1. A. Define meaning and explain usage for common academic vocabulary for common Latin or Greek prefixes or roots</p>
<p>2. A. Demonstrate knowledge of main ideas, details, genre, and text purpose by summarizing academic texts, blogs, or radio content intended for native-speaker audiences</p> <p>B. Identify content or context gaps in personal knowledge by preparing questions for class discussion or applying “text interrogation” question strategies</p> <p>C. Take part in group research on background and contextual information to expand information about target texts</p>
<p>3. A. Write analytical responses of multiple academic texts that identify similarities and differences in main ideas and details, author purpose, author opinion, students’ evaluation of strength and completeness of author arguments, and students’ personal opinion.</p> <p>B. Identify author or author and text in simple in-text citations in analytical academic summary response essays</p>
<p>4. A. Write short description and interpretation of charts, graphs or graphic organizers that are clear, concise and accurate</p> <p>B. Write academic essays with clear organization, detail development, and appropriate style and vocabulary mechanisms in a timed (limited) setting</p>

5. **A.** Revise or propose revisions for complex parallel structure issues in exercises and independent essay revisions
- B.** Predict, apply or revise passive voice structures for complex sentences in exercises
- C.** Predict, apply or revise modals and hedging discourse structures in exercises and independent essay revisions

LISTENING AND SPEAKING CLASSES

1201 Low Beginning

By the end of 1201, students will

1. **A.** Transcribe single words and simple sentences of 5-7 words when given a dictation of Dolch Pre-Primer, Primer and 1st and 2nd grade lists at reduced speed with correct spelling
B. Identify and pronounce the vowel letter that represents each vowel sound and the consonant letter that represents each consonant sound and cardinal numbers to 100 and ordinal numbers to 30th
2. **A.** Identify the main topic and several key details of a listening selection with multiple choice, fill-in-the-blank, or verbal responses
3. **A.** Greet individuals and respond using informal English phrases
B. Ask simple Yes/No and WH- questions in simple present and present continuous tenses
C. Respond appropriately to basic classroom instructions given by the teacher and/or classmates

1301 High Beginning

By the end of 1301, students will

1. **A.** Listen to and repeat a 5-7-word phrase and transcribe a 10-15-word sentence when given a dictation
B. Pronounce and demonstrate comprehension of vocabulary from Dolch second & third grade lists as well as all 95 items on the Dolch noun lists by either reading the word aloud and drawing a picture or by hearing the word and pointing to or identifying a corresponding image or definition
2. **A.** Identify and articulate the topic, main idea, and key details of listening passages
3. **A.** Converse with classmates about a given topic using a variety of conversational cues to negotiate turn-taking
B. Ask and answer WH- questions about classroom and social situations using proper word order
C. Pronounce basic vocabulary with correct verb tense endings (/ed/, /d/, /t/, /es/, /s/, /z/), contractions

- A.** Identify and report on activities using simple past and past continuous verb tenses in short conversations, discussions or presentations

1401 Low Intermediate

Student Learning Outcomes: By the end of 1401, students will

- A.** Transcribe dictations of level appropriate sentences or passages, such as doing cloze fill in the blank notes, brief sentence dictations, etc.
B. Define selected vocabulary words and word families from course readings and the Academic Word List sublist 1 words 1-30 on quizzes and exams
- A.** Listen to a short audio recording and identify the main idea and supporting details
- A.** Generate a variety of yes/no, WH-, and open-ended questions for a conversation
B. Give informal presentations describing individual topics interest, such as personal background, memories, opinions, places of interest, common how-to processes, or other general themes

1501 Intermediate

By the end of 1501, students will

- A.** Transcribe dictations of level appropriate passages as given by the teacher
B. Define selected vocabulary words and word families from course readings and the Academic Word List sublist 1 words 31-60 on quizzes and exams
- A.** Listen to a short audio recording to generate notes that identify the main idea and supporting details
B. Take simple notes on main idea and key details in open or independent format
- A.** Generate a variety of yes/no, WH-, and open-ended questions for an interview or a conversation
B. Give oral presentations on topics of interest that follow given-formats, such as comparison contrast, how-to, description, problem solution, etc.

1601 High Intermediate

By the end of 1601, students will

- A.** Identify and use vocabulary in context from course readings and lectures and from Academic Word List sublist 2

- | |
|--|
| <p>2. A. Listen to 3- to 12-minute level-appropriate audio selections and identify the main idea and supporting details.</p> <p>B. Listen to and read texts of authentic academic lectures and presentations and write clear and accurate summaries of the main ideas and details</p> <p>C. Write or discuss personal responses to course content by connecting ideas to personal experiences, culture, or current issues</p> |
| <p>3. A. Prepare and deliver 5-7 minute presentations that are well-developed (3 main points + analytical/evaluation conclusion ideas) and clearly organized (appropriate idea-grouping and order, discourse markers, and audience interaction) on topics related to course content</p> |
| <p>4. A. Prepare and conduct surveys with native English speakers by creating questions with clear meaning and grammar on a cohesive topic, summarizing the speakers' answers, asking clarification and follow-up questions as needed, and evaluating conversation skills or survey preparation changes needed to improve the interview process</p> <p>B. Answer unplanned interview questions on personal background and experience questions as well as opinion questions by speaking fluently (few pauses) for 7-10 minutes using accurate basic grammar (tense control, plurals) and partially accurate advanced clause grammar, using a variety of academic and non-academic words and demonstrating the ability to explain complex ideas and navigate around gaps in vocabulary with partial or high success</p> |

1701 Listening and Speaking: Advanced

By the end of 1701, students will

- | |
|--|
| <p>1. A. Identify, define, pronounce and use vocabulary in context from lectures and audio selections.</p> |
| <p>2. A. Listen to a 10-20 minute audio selection and verbally summarize the main idea, important supporting points, and contribute to class discussions by offering insightful comments.</p> <p>B. Listen to a 3-8 minute level appropriate audio selection, take notes including a variety of note-taking methods, and identify main idea and supporting details accurately.</p> |
| <p>3. A. Lead a thematic discussion demonstrating deep and accurate comprehension of an authentic 15-30 minute listening passage.</p> <p>B. Produce a structured 8-10-minute presentation on an academic topic using various presentation tools, providing external support for the ideas while giving credit to sources.</p> |
| <p>4. A. Give a 1-2 minute extemporaneous speech on a variety of topics using appropriate organizational structure, cohesive and unified content, accurate pronunciation, vocal variety, linking, stress, level appropriate vocabulary and grammar.</p> |

1801 Listening and Speaking: Advanced Extended

By the end of 1801, students will

<p>1. A. Define the meaning and pronounce academic vocabulary with common Latin or Greek prefixes or roots.</p> <p>B. Identify, define, pronounce and use high frequency GRE vocabulary in context.</p>
<p>2. A. Listen to 20+ minute audio or video selections and verbally summarize the main ideas and important details.</p> <p>B. Listen to level appropriate audio and video selections and take notes including a variety of note-taking methods.</p>
<p>3. A. Produce a structured 10 + minute presentation on a researched academic topic using various presentation tools.</p> <p>B. Participate in group discussions or debates using hedging language and polite disagreement language.</p>

Grading Scale

For the ILUNO programs, students are required to obtain an A or B in core classes to demonstrate readiness to move to the next proficiency level.

"A" Range	97-100 = A+	93-96 = A	90-92 = A -	} Advance to next skill level
"B" Range	87-89 = B+	83-86 = B	80-82 = B -	
"C" Range	77-79 = C+	73-76 = C	70-72 = C -	} Making progress Repeat level
"D" Range	67-69 = D+	63-66 = D	60-62 = D -	
Fail		00-59 = F		

Changing Classes

Core Classes – Students cannot change their Core Classes (Reading, Writing, & Grammar or Listening & Speaking) in order to be with another teacher at the same level. New students who feel that their placement level is not appropriate should speak with the Assistant Director or Director. Students who are progressing up from a previous ILUNO level but feel that their level is too low or too high should talk to their teachers, who will decide if an exception should be made to move the student to a different level.

Elective Classes – Students will receive a Drop/Add form from their Reading, Writing, & Grammar teacher during the first week of classes. They may make requests to change elective courses only during Week 1 of classes. Students may not change core courses (RWG/LS). Students cannot change their elective classes after the Week 1 deadline. Students who complete a Drop/Add form by Friday of Week 1 will receive an email notifying them if the change has been approved. Students may not attend their desired class until they receive an email saying that the change is approved.

Complaints / Grievances

If a student has a complaint or a problem, follow these steps:

1. Discuss the problem with the person most directly involved: teacher, student worker, staff or administrator.
2. If this is not possible, make an appointment to discuss the problem with the Program Coordinator or the Director.
3. Finally, if the problem continues, the Coordinator or Director will tell the student what other choices are open to them.

If a student is very unhappy about something at ILUNO and they are not able to talk to the ILUNO staff about it, or they have talked to ILUNO staff and they are not happy with the solutions offered, the student may follow this formal grievance procedure.

1. Complete the Formal Student Grievance Form. Forms are available in the International Programs office in ASH 241.
2. Give it to one of the administrators listed on the form.
3. The administrators will review the form, and the student may be asked to meet with them to discuss the student's concerns.
4. The Director will keep a file of grievances, documentation of any action taken, and their resolutions.

Privacy Statement: All grievance information is shared only with those people concerned and kept on file by the Intensive English Director.

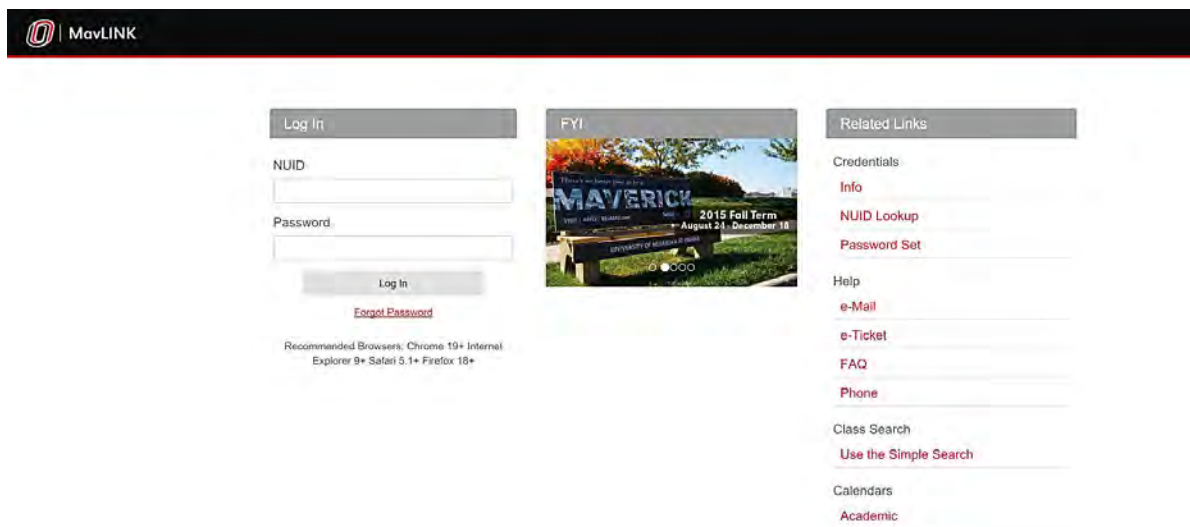
Transcripts, Certificates & University Admission

When a student has completed the ILUNO program or before transferring to another program, the student can order ILUNO transcripts. Request them on MavLink. Contact the International Programs front desk in ASH 241 for assistance or questions.

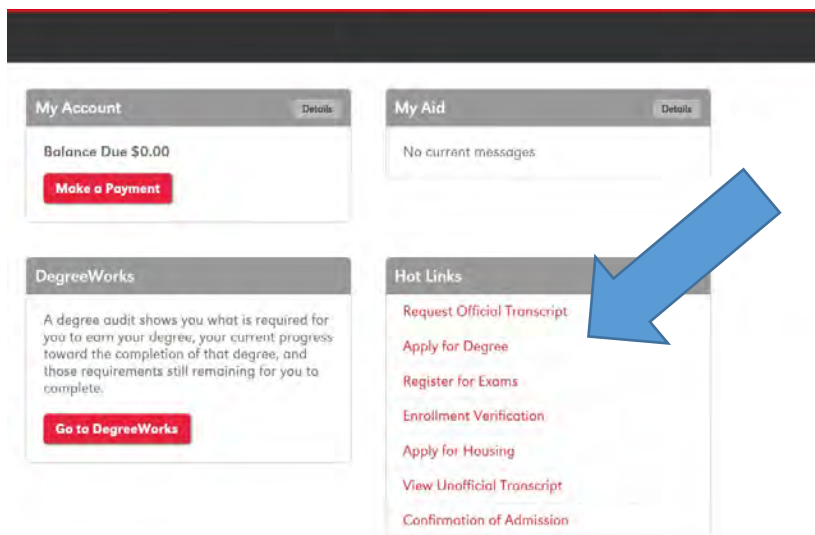
Certificates can be requested in advance by filling out a form at the International Programs front desk in ASH 241. Students must meet with an international student advisor to complete an exit interview before leaving UNO.

Requesting Transcripts on MavLink

1. Students should log on to MavLink at mavlink.unomaha.edu using their NUID (8 numbers that appear on your MavCard).



2. On the right side of the screen, they should click on 'Request Official Transcript' under Hot Links.



3. Students then follow the instructions on the screen. They can request official transcripts as paper copies (sent by mail to the person they request) or electronic copies (sent by email to the person they request). Transcripts are free to UNO students and cost \$15.00 for alumni (students who are no longer enrolled in the University).

Transferring to UNO

When transferring from another school in the U.S. to UNO, students must make an appointment with an international student advisor within 15 days of the start of their program to sign and receive the transfer form I-20. Please schedule an appointment before school starts or during the first week of classes.

When transferring to another school from UNO, a student who has completed ILUNO should be admitted to the new school for the next available session and receive the admission letter within 60 days of program completion at UNO or 21 days if the program was not completed.

If dismissed from a program, a student only has 21 days to transfer out. Students must provide the international student advisor with the new school's transfer form and request to have the SEVIS record released to the new school. Some schools will also require a transfer form from UNO. The next school will issue a form I-20 upon release of the SEVIS record from UNO. Students must buy health insurance coverage from UNO Health Services for the time between schools.

Admission to UNO

Students who plan to enroll in undergraduate classes can demonstrate proof of English proficiency in three ways: TOEFL, IELTS, or the AT-UNO Program. Students who plan to enroll

in graduate classes can demonstrate proof of English proficiency with the required TOEFL or IELTS scores.

Students planning to attend UNO can sign up for the Paper-based TOEFL (PBT) in the International Programs office. The PBT is offered on campus at the end of each session. Students who plan to apply to a different university or who would like to take a different proficiency test should sign up for the Internet-based TOEFL or IELTS online, where they will be given test dates and locations. Please contact the UNO Testing Center for more information.

For all undergraduate admissions questions, please contact unoadmissions@unomaha.edu. For all graduate admissions, please contact gradschool@unomaha.edu. The admissions process is as follows:

1. Complete the application: <https://apply.unomaha.edu>
2. Pay the \$45 non-refundable application fee
3. Collect your academic records
 - a. Academic records or transcripts:
UNO requires ALL transcripts for any credits earned from high school or secondary schools and colleges, universities, or vocational schools to determine admissibility. If transcripts are not issued in English, please also submit certified English translations. Authenticated copies must be verified by the school or government agency.

All official transcripts should be sent to:

Undergraduate:
UNO Undergraduate Admissions Office
6001 Dodge St EAB 111
Omaha, NE 68182-0286

Graduate:
UNO Office of Graduate Studies
6001 Dodge St EAB 203
Omaha, NE 68182-0209

- b. Proof of English proficiency:
UNO accepts TOEFL, IELTS, PTE, ACT, and SAT scores as proof of proficiency. [Check out UNO's English Requirements.](#)
 - c. Transfer students:
[Check out the Transfer Articulation Guide](#) to learn how courses taken at another institution may be counted as transfer credits. Also, [read the UNO Transfer Policy.](#)
4. Collect your financial documentation
 - a. Financial affidavit:
F-1 or J-1 visa applicants or holders should submit a completed UNO Financial Affidavit Form: [Financial Affidavit for Undergraduate and Graduate Programs](#)
 - b. Original bank document:

F-1 or J-1 visa applicants or holders should submit a recent statement or letter from their bank showing adequate funds for one academic year.

5. Submit the documents above with a copy of an identification card or passport

Only original transcripts should be sent via courier; all other documents should be sent via email to unoadmissions@unomaha.edu (undergraduate) or gradschool@unomaha.edu (graduate).

Write your NU ID number (eight digits) on each document. Please **do not** send duplicate hard copies of emailed documents.

Undergraduate:
UNO Undergraduate Admissions Office
6001 Dodge St EAB 111
Omaha, NE 68182-0286

Graduate:
UNO Office of Graduate Studies
6001 Dodge St EAB 203
Omaha, NE 68182-0209

6. Read the SEVIS requirements

SEVIS is the Student and Exchange Visitor Information System. All non-immigrant students (F-1 and M-1 visas), exchange visitors (J-1 visas), and their dependents (F-2, M-2, and J-2 visas) are required to register and pay a fee to the U.S. government. Once you have applied, read more in SEVIS & Immigration.

Continuing F students will not need to pay the SEVIS fee again.

Questions? Contact:

Phone: 1.402.554.2293
E-mail: world@unomaha.edu

7. [Check the status](#) of your application.
8. Once you have received an admission letter, connect with [International Advising](#) and review the checklist for [Getting Started at UNO](#).

The Advantage Track (AT-UNO) Program

The Advantage Track (AT-UNO) Program is a way for students whose first language is not English to be admitted to UNO as an alternative to the TOEFL or IELTS exam. AT-UNO is only for students applying to undergraduate programs in all majors except Aviation, English, Engineering, and Education. For graduate (Masters or PhD) students, AT-UNO is not an option.

Students in the AT-UNO Program are highly motivated and hard-working. They become proficient in English through coursework, self-study, and program exams. Before finishing the

program, AT-UNO candidates must pass three proficiency exams, including reading, writing, and an interview.

AT-UNO Required Core Courses – students must take all 7.5-hour and 10-hour classes:

1500 Reading Writing Grammar	1501 Listening Speaking
1600 Reading Writing Grammar	1601 Listening Speaking
1700 or 1800 Reading Writing Grammar	1701 or 1801 Listening Speaking

Other Required AT-UNO Courses – students must take three different elective (3-hour) courses at the academic level (3600 or above). For example (courses may vary):

3675 Academic Vocabulary	3690 Critical Thinking
3685 Academic Technology	

Completing the AT-UNO program

While in the program, a student must maintain a 3.30 GPA. If the student gets a C, D, or F in any class, they must repeat the class. In addition to grades, the student must maintain good attendance while in the program. Absences must not go above 15 hours in one session. If a student has poor academic progress or poor attendance, they will be suspended (on probation) from the program. If the student is caught plagiarizing or cheating in any way, they may not continue in the AT-UNO program.

Please meet with an international advisor if you need information or direction about majors or careers.

Resources on Campus

Computer Labs

Several computer labs around campus provide quiet places to study and conduct research online. Students will need a MavCard in order to print documents in these labs. Be sure the card has money on it. Credit can be added to a student's MavCard account using the machines in the library, Arts & Sciences Hall, Peter Kiewit Institute, or at MavCard Services on the second floor of the Milo Bail Student Center. Additionally, students can add money to their MavCard account online at mavcard.unomaha.edu.

Durham Science Center	DSC 104	402.554.2528
Health, Physical Education & Recreation	HPER 211	402.554.2876
Peter Kiewit Institute	PKI 158A	402.554.2096
Mammel Hall	MH 213	402.554.3418

Criss Library

UNO's state-of-the-art library and media center offers books, music, movies, computer labs, satellite television from around the world through SCOLA, as well as many quiet places to study. Students can find a variety of printed material and robust research databases, as well as experienced staff to guide their research.

A current MavCard is required to check out library materials. Borrowers are responsible for each item checked out on their account until the item is returned, and fines may be added to a student's account for overdue, damaged, or lost items. Items can be reserved or renewed at the circulation desk on the main floor of the library or online at the library website. Checked out items that are requested by another customer may be recalled by the library.

Three photocopy machines (two black-and-white and one color) are available for students to use on the first floor of the library in the print center just south of the service desk. Two additional copiers (one black-and-white and one color) are located on the second floor of the library in the print center northeast of the service desk. Students can use their MavCard to pay for copies.

Students must use the library's website and set up their library account to access the catalog, online databases, special collections, and general information: library.unomaha.edu. Contact the library by phone if you have any questions:

Circulation Desk	402.554.3206
Library Hour Hotline	402.554.2361
Reserve/Media	402.554.2861
Reference Desk	402.554.2661
Interlibrary Loan	402.554.3209

Health, Physical Education, and Recreation (HPER)

UNO's Health, Physical Education, and Recreation building is often referred to by its initials, HPER (pronounced "hyper"). The MavCard allows students free use of these excellent facilities and more:

50-meter swimming pool	Basketball courts	Treadmills
Handball courts	Badminton courts	Rowing machines
Steam rooms and saunas	Stair machines	Free weights
Squash courts	Multi-purpose rooms	Dance studio
Tennis courts	Rock-climbing wall	Indoor track
Racquetball courts	Upper-body ergo meters	

A variety of recreational equipment is also available to check out for free or for a small fee. If students want a locker, they must pay a refundable deposit and a small fee per semester. Showers and towels are available free of charge.

International Student Services (ISS)

ISS organizes numerous educational, social, and cultural activities throughout the year for international students and Americans. The organization also provides services to help new students as they adjust to American culture.

ISS sponsors activities such as picnics, soccer games, and short trips to places of interest in and around Nebraska. Once each year the organization hosts an International Cultural Fair and Banquet for the Omaha community. Contact them at unoiss@unomaha.edu or find them on Facebook or MavSYNC.

Milo Bail Student Center (MBSC)

The Milo Bail Student Center is a good place to meet people and to get involved in campus life. The Student Center houses the following offices and student services:

Bookstore

All textbooks and class materials are available at the UNO Bookstore. The bookstore is located on the first floor of the MBSC. Students must leave their backpacks (not their money or valuables) on the shelves as they enter. Students should save receipts for books that they purchase in case they need to return almost-new items.

Chapel

The chapel is open for quiet meditation or prayer for anyone who wishes to enter. There is also a foot-washing station available for use. Students may not use the chapel as a study hall. The chapel is on the second floor of the MBSC.

Convenience Store

The Convenience Store sells snack foods, drinks, sandwiches, candy, common medicines, and other small items. The Convenience Store also has a full salad bar and sandwiches available for purchase. Students can also purchase international calling cards from the Convenience Store. It is on the first floor of the MBSC.

Food Court

A variety of food and drink items are available in the Food Court. It is located on the second floor of the MBSC.

Durango's Grill

Durango's Grill has a variety of slow-cooked meats and gourmet burgers "cooked-to-order". The grill also has appetizers available. It is located on the second floor of the MBSC

Housing

International students may choose among several on-campus housing options or live in nearby privately owned apartment complexes.

On-Campus Housing

International students at UNO may choose to live in on-campus, apartment-style housing – comfortable and convenient for both studying and discovering Omaha’s attractions. Benefits include:

- Apartment-style living with private bedrooms, a living room, two bathrooms and a full kitchen in each four-person suite.
- A laundry facility and study lounge with wireless internet, desktop computers, a game room, and big-screen TV.
- Convenient location just minutes from classrooms, public transportation lines, and parking garages.
- Access to common outdoor recreational areas, including spaces for picnics and sports.

Off-Campus Housing

Prefer to live off-campus? Just choose one of several privately-owned apartments that are within walking distance of campus, shopping, and restaurants. Homestays may also be available. For guidance on these other living arrangements, check out International Student Advising.

For more information and questions about housing, please visit [International Student Housing](#) or contact the following:

Dodge Campus
402.554.6605
unohousing@unomaha.edu

Scott Campus
402.778.6541
info@scottcampus.com

Transportation – UNO and Omaha

Shuttle Buses on Campus

UNO provides free Shuttle Bus Service. There will be three shuttle routes, running from 6:30 A.M. to 10:30 P.M. when classes are in session. **Two will be based out of the large parking lot (Lot 26) west of Baxter Arena.** No permit will be required to park in Lot 26.

- **Lot 26 to/from Dodge Campus (red line):** This route directly links the Baxter Arena parking lot with Dodge Campus. Shuttles will stop at the Durham Science Center and the Eppley Administration Building.
- **Lot 26 to/from Scott Campus (green line):** This route directly links the Baxter Arena parking lot with Pacific Campus. Shuttles will stop at Mammel Hall, the Peter Kiewit Institute, Scott Court, the Scott Technology Center, and the JPII Newman Center
- **Scott Campus to/from Dodge Campus (blue line):** The shuttle route linking Scott Campus with Dodge Campus will remain in place with no changes. Shuttles will stop at Criss Library, the Peter Kiewit Institute, Mammel Hall, near Scott Court, and Scott Village.
- See the [Shuttle Routes map](#) on the UNO website for more detail.

Metro City Buses

UNO students may ride any of the Omaha city buses for free using their MavCards.

The No. 2 bus is very convenient and runs east and west on Dodge Street every 15 minutes weekdays and every 30 minutes on weekends. Consult the schedule at ometro.com. Students can also call Metro Area Transit at 402.341.0800. ILUNO students ride the bus free with their MavCARDS.

There are three bus routes (Nos. 2, 11, and 15) that have drop off points near UNO's Scott and Dodge Campuses.

To use the Metro Bus system, students need to wait for the bus at an approved stop. Once they get on the bus, they will need to swipe their card. Students should show their ID to the bus driver, even if the driver does not ask to see it. Students can take a seat anywhere and relax.

- [Route 2](#): Goes down Dodge Street. Starting at Westroads Mall, this route goes all the way down to the Old Market. Midtown Crossing and Dundee have stops on this route as well.
- [Route 11](#): Starts at the Bergan Mercy Hospital at 72nd and Center and heads down to 24th and Leavenworth.
- [Route 15](#): Main artery is Center Street. This takes people as far west as Rockbrook Village (120th & Center) or the Oakview Mall (144th & Center). It also heads north on

42nd street and goes through the Blackstone District and Farnam Street in Midtown on its way downtown.

The most current bus routes are available [online](#) or through [Google Maps](#).

Route 2

Dodge Street



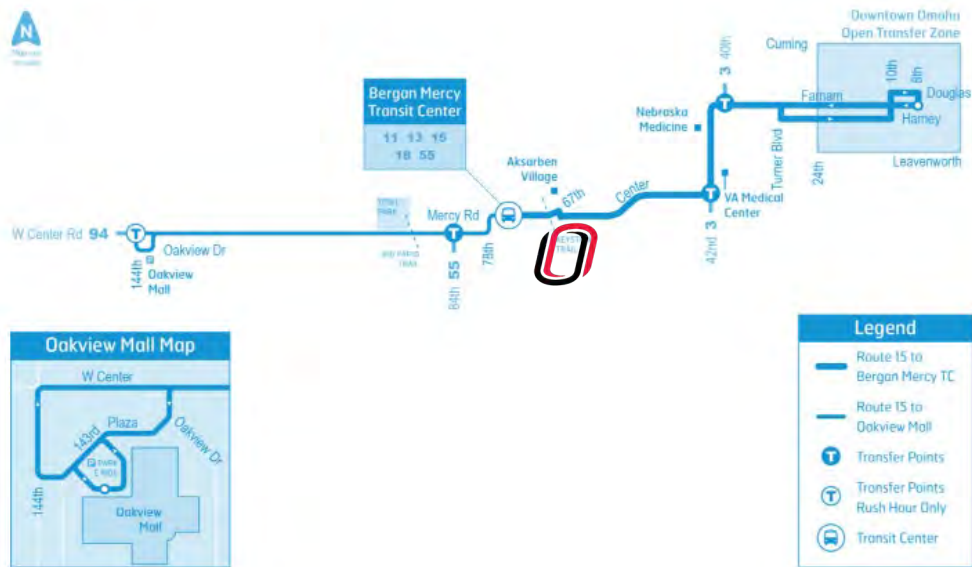
Route 11

Leavenworth



Route 15

Center Street



Please note, for this route, students will need to take the UNO campus shuttle to get to Dodge Campus and our offices in Arts and Science Room 241.