



STUDENT HANDBOOK

English Language Institute

AUGUST 8, 2019

NOTRE DAME OF MARYLAND UNIVERSITY

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Introduction to the English Language Institute

Welcome to the English Language Institute! Our Institute began in 1983 with 17 students and now hosts 200-250 students annually from more than 30 countries. Our Institute is part of Notre Dame of Maryland University, which celebrated its centennial in 1996. Although our bachelor's degree program is for women only, the ELI, College of Adult Undergraduate Studies, and Graduate Studies programs are co-educational. We offer the following programs in the ELI: the core intensive English program (IEP) for five 8-week sessions, a Winterim session, and various other short-term programs. ELI also offers the Institutional TOEFL exam five times throughout the year. We also enjoy a close collegial relationship with the Office of International Programs and the Modern Language Department.

Our Mission Statement

Notre Dame of Maryland University's English Language Institute provides international students with English language instruction in a student-centered environment. The ELI's qualified faculty and staff help students develop the language skills necessary for academic and professional success in English. Through campus events, social activities, and shared experiences, the ELI offers opportunities to enrich language learning within a global community.

The IEP Program Overview

Our intensive academic program includes three to four levels from beginning to advanced. Our beginning students can be at P-0 (Zero Proficiency) but this is rare and it can be difficult to meet their needs at the ELI. Our advanced students may score from 500-620 on the TOEFL. Full-time students study English for 20 hours per week, while part-time students, with the help of our staff, design their own course of study up to a maximum of four courses. Full-time students are required to take all six of the core courses we offer.

ELI Student Profile

We are very proud of the diversity of our student body at ELI. They come from Asia, Europe, Africa, the Middle East, and Latin American countries. This diversity creates a microcosm that is our context for the instruction that happens at ELI. The diversity is not just cultural however. Students range in age from 18 to 60+ with the mean age in the mid-20's. Not all have college degrees or work experience. Some are well-traveled, while others are away from home for the first time. Even their goals vary. Some are here to move on to American universities or graduate programs. Some need English for their careers, while others have immigrated and need English to survive here in the States. This diversity in our student population is often seen as one of the greatest assets of our program. Despite the differences, community and unity is a goal we keep in our sights each session because the one common factor among the students is that they need English to achieve their goals.

Important Contact Information

ELI Main Office:

410-532-5566, eli@ndm.edu

Director of International Programs – Margo Cunniffe

410-532-5561, mcunniffe@ndm.edu

Director of ELI – Mary Burch Harmon

410-532-5563, mharmon@ndm.edu

Assistant Director of ELI – Jessica Hurtado

410-532-3183, jhurtado@ndm.edu

Administrative Assistant - Caroline Mahle

410-532-3196, CMahle@ndm.edu

Our Teaching and Learning Philosophy

In order to help our students succeed, we believe that our students benefit greatly from our intensive immersion program. Instructors utilize an effective combination of both modern and classic methodologies to present information that focuses on developing communicative competence. Activities and assignments are an integral piece of that instruction. The target language, English, is used at all times in the classroom. Finally, although courses are divided into skill areas: reading, listening, writing, etc., instructors integrate all four skills: reading, writing, speaking, and listening, into their instruction. Within the skills and functions, there is an underlying content-based curriculum that ties the courses together.

Program Levels

Currently our ELI program consists of three levels, with some slight flexibility of parameters, based on the student population numbers and needs. The three levels could be loosely described as Beginner, Intermediate, and Advanced.

Placement Testing and Changing Levels

Students are tested prior to the first day of each session using the Accuplacer online ESL exam (reading comprehension, vocabulary, grammar, and listening comprehension), a timed writing sample, and individual interviews. Students are placed individually in each class based on their test scores, and, if a returning student, based on their instructor's recommendation.

Returning students are not required to take placement tests again unless they object to their class level. They are placed into class levels based on several factors:

- previous session final grades
- reports and recommendations from every instructor
- new placement testing, if necessary

Students are eligible to move up to the next level only if:

- final grade for the course is at least 82%
- student attended at least 80% of classes
- student has completed all 16 weeks at current level

Students cannot determine which class level is best for them. You will learn the results of the placement tests when you receive your schedule on the first day of the session. The schedule shows your levels and classes.

NOTE: It is possible for you to be in a different level for each class.

Returning students will not generally be re-tested. Their levels will be determined by their previous work, grades, and teacher recommendations. If a returning student has been away from the ELI for six months or more, they will be asked to re-test to help with their placements.

All students should attend two classes at the beginning of a session before talking with an instructor about changing classes. They should complete a "Change of Class Request Form," available in the ELI main office. This form is completed by the student, and turned in to their instructor. Instructors complete the form with their

feedback and then submit it to administration, who will make the final decision. Students may not move to a different level after the second week of classes.

The ELI curriculum is based on a 16-week semester. If students continue in the program in the second session (Fall II and Spring II), they will remain in the same level for the entire 16-week semester. Students do not change levels at the start of the Fall II or Spring II sessions. ELI students are required to study at each level (i.e.: 010, 020, 030, etc.) for at least two sessions.

It is important to remember that language learning does not occur overnight. It takes time and hard work. Our placement tests have been used at the ELI for many years, and they are reliable and accurate. Over 95% of the ELI's students are happy with their placement into their ELI classes. All decisions regarding placement are made in the student's best interest.

Course and Level Combinations

The only time courses are combined is during our 8-week summer session. Our six courses are reformatted into two integrated skills courses: Reading, Writing, Grammar and Listening, Speaking, Pronunciation. We run the summer session at two to three levels, and full-time students are still offered 20 hours of class each week. This ensures that the overall curriculum and student learning outcomes for each level are not compromised.

When levels are combined, course goals and objectives are reexamined to fit the needs of the students in the course. Administrators and faculty for the combined level course revisit placement test results and other data such as grades from the previous session to evaluate the range of student abilities that exists within the course. Appropriate student learning outcomes from both levels are then selected for the hybrid course in accordance with this data.

Late Admittance and Student Integration

We will consider admitting a student up to the end of Week 2 of our 8-week sessions. This is done on a case-by-case/exception basis; this is not a "published" policy or procedure as we do not wish to advertise or encourage late enrollment possibilities.

When new students arrive, they complete placement testing and receive orientation information. Instruction completed before new students enter is considered when assessing the students' demonstrated skills. If those additional skills are not demonstrated, the students are placed in the preceding level for review.

However, if the entering students demonstrate skills that are generally commensurate with those of their classmates, they are placed in the corresponding level. Students begin their program of study on the next scheduled day of classes. Once a student is accepted for late enrollment, teachers are alerted so that they can prepare.

The procedures for integrating the student may vary by class/teacher. However, teachers will make every effort to integrate the new student into the class. Because our instructors are experienced and familiar with the influx of students in the first two weeks of every session, prior instructional materials are made available, and review is incorporated, as possible, for the remainder of the course. Some learning outcomes may not be met as a result of missed instruction.

ELI Department Policies

- **Attendance**

Language teaching and learning in the United States may be very different than in the home country of our students. Here, we use a communicative-based approach that is learner-centered. This means that students must attend and participate in all classes for their own learning as well as for the learning of their classmates. Poor attendance and participation inevitably negatively affect their grade. Each student is expected to contribute to the total learning environment by attending all classes and being prepared and ready to communicate in English. Attendance is critical to learning.

100% attendance is expected.

Absences are counted per class period: i.e. one Writing & Grammar class is one class period; one Listening & Speaking class is one class period, etc.

All attendance will be tracked for classroom purposes as well as for visa purposes. Each course will maintain an attendance policy as well as a policy for make-up work. Each will be clearly outlined on the course syllabus and reviewed during the first week of class.

The ELI acknowledges that excused absences may occur and a student will not be penalized for an excused absence as long as they provide official documentation (doctor's note, court document, etc.). Excused absences are instances that are deemed unavoidable by the office.

Excused absences are defined as:

1. *Personal illness.* A physician's note is required. Student should submit a copy to their instructor. If instructor receives a physician's note from a student, the absence should not be marked on the chart in Google Drive.
2. *Family Emergency.* Situations may occur unexpectedly with family members, such as sick children who cannot attend daycare/school. In this event, it is expected that the student communicates with the instructor and makes up the work.

An excused absence without documentation can only be approved by the ELI Administration, and are reserved for the circumstances listed above. All medical absences must be accompanied with a doctor's note. On average, no more than 2 excused absences are allowed per class per session. Any absences that meet the criteria for an excused absence beyond the two will be handled on a case-by-case basis.

The ELI supports the policy that a student is eligible for make-up work if they have missed class or assignments due to circumstances that are considered excused absences based on the criteria stated above. This policy will be upheld unless stated otherwise on an individual course syllabus. Any alternate policies need to be cleared with the ELI Administration.

A student with excessive unexcused absences will be a candidate for dismissal from the program.

Students who drop below 80% attendance will have their SEVIS record terminated. See an ELI administrator for more information.

- **LATENESS**

Being “on time” in the United States means being in the classroom and ready to learn at the scheduled start time. Arriving after the start of the class is considered disrespectful and disruptive to the teacher and the other students. Instructors can mark lateness at their own discretion. For visa purposes, 3 lates will be counted as an absence when marked on the course attendance sheets. ***Administration will not adjust grades based on attendance, and it is up to the discretion of each instructor to place weight on attendance and participation as they see appropriate for their course.***

- **GRADES**

At the beginning of each course, the faculty member will communicate to the students their regulations for classroom participation, homework expectations, arrangements (if any) for the make-up of tests, quizzes, and laboratory work, and the effect of absence on grades. Each instructor will establish their own policies regarding these issues, but will adhere to the general policies of the department as described below:

Faculty will keep a complete grade record for each student in each course. The record will include grades for all quizzes, papers, projects, exams, and class participation, as well as the final grade.

<u>Grade</u>	<u>Grade Point</u>
A	4.0 = Excellent
B+	3.5 = Very Good
B	3.0 = Good
C+	2.5 = Slightly below average; needs some improvement
C	2.0 = Below average; definitely needs improvement
F	0.0 = Failure; no credit awarded
I	= Incomplete (See Incomplete Grades)
W	= Official withdrawal

The university does not use minus grades. Since we are using Web Advisor, we must conform to that. Here is the grading scale used by the university:

- A = 93-100** **(Excellent)** – Student may proceed to next level if 16 weeks have been completed.
- B+ = 88-92** **(Very Good)** – Student may proceed to next level if 16 weeks have been completed.
- B = 83-87** **(Good)** – Student may proceed to next level if 16 weeks have been complete.
- C+ = 78-82** **(Slightly below average, needs further skill practice)** – Student must remain at current level for another session.
- C = 73-77** **(Below average, definitely needs further skill practice)** – Student must remain at current level for another session.
- D = 65-72** **(Improvement needed, no demonstrated practice of skills)** – Student must remain at current level for another session.
- F = below 65** **(Failure, no credit awarded)** – Student must remain at current level for another session, and may be asked to leave the program.
- I = incomplete**

- **ACADEMIC WARNINGS AND PROBATION**

How a Student is put on Academic Probation:

1. **Absences/lateness** – If a student misses multiple class periods and their attendance drops below 85%, he or she will be asked to meet with ELI Administration, and will be placed on academic probation.
2. Continued absence will result in the termination of the student's SEVIS record.

Students can also be placed on academic probation for the following reasons:

1. **Failure to make academic progress;**
2. **Grades less than "C" in all classes;**
3. **Lack of participation** including but not limited to: not doing homework or other class assignments, not buying textbooks and other required materials, not participating in class discussions. Please inform administration if you believe a student needs to be placed on academic probation for one of these reasons.

Once on academic probation, a student must:

1. Attend school every day class is in session;
2. Be on time for each class;
3. Maintain at least a "C" average in all classes;
4. Meet with the ELI administration once a week to review progress;

If a student on academic probation fails to meet these requirements:

He or she will be expelled from the program. For students on an F-1 visa, he or she will meet with the PDSO to discuss consequences of I-20 termination due to failure to maintain status.

- **REQUIREMENTS FOR RECEIVING AN ELI CERTIFICATE**

- A student must earn a grade of "C" or better in all classes.
- A student must maintain at least 80% attendance in any given session.
- The student's account must be current (no outstanding balances).

- **Record Keeping and Student Files**

All students who study at the ELI have a file that is kept in the office of the Assistant Director. This file holds all application, registration, and immigration documents, as well as Final Grade Reports for all sessions attended, and any other relevant paperwork.

Upon request, the ELI will provide you with original copies of your Final Grade Reports, letter of enrollment, or other documents from your file. All student files are kept in paper copy for 10 years, and then consolidated and stored in our electronic database.

Student Responsibilities

- **Cell Phone Use**

Cell phones must be silent in class. If you are awaiting an emergency phone call, please silence your cell phone so that you don't disturb the other students and the teacher. It can be used only with permission from instructor for academic reason.

- **Textbooks**

Students are expected to have their textbooks for the start of the second week of class. There are several options to get your books on time:

- Buy them online at Amazon. Order early for quick delivery!
- Buy them at the NDMU Bookstore in Gibbons Hall.
- Buy them from another ELI student that is moving up a level or graduating.
- Copy the chapters as you need them from the Reserves at NDMU Library.
- Copy the chapters and purchase only the online code to access online exercises and materials.

Consequences of not having the required textbooks for class:

- Lower score for class participation
- Unable to complete homework assignments
- Disruptive to classmates who have to share with you
- Instructors CAN mark you absent for class
- Learning progress is slowed

- **Communication with Instructors and Administrators**

The main form of communication on the Notre Dame campus is through e-mail. Every student and faculty member is given a Notre Dame e-mail account. This account is your primary e-mail account. All Notre Dame e-mail can be auto-forwarded to your personal e-mail account. Directions on how to do this are available at <http://email.ndm.edu>.

Students should be using their Notre Dame e-mail account for University-related purposes, including all correspondence to and from teachers and other members of the University community. ELI students should check their mail regularly, including emails and written communications that are placed in mailboxes.

When you have to miss class, it is your responsibility to contact your instructors as soon as possible to get information about missed assignments. Instructors can be contacted via email or Joule.

Summary of Program Expectations

Attendance:

- must attend 80% for certificate
- 3 lates = 1 absence
- inform teachers of absences in advance when possible

Lateness:

- Instructor can refuse entry
- Disruptive
- Culturally disrespectful

Cell Phones:

- Must be silent in class
- Used only with permission from instructor for academic reason
- Only for emergency calls

Class Participation:

- Speaking English
- No sleeping
- No cell phone
- Contributing to group discussion or activity

Homework:

- Must be completed on time
- Communicate with teacher about making up work
- Use textbook, Joule and other materials – keep track of due dates!

Grievance Policies, Procedures, and Special Circumstances

Notre Dame of Maryland University participates in Federal student aid programs that are authorized under Title IV of the Higher Education Act of 1965.

Title 34 CFR §600.9 requires states to have a “process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws.”

Title 34 CFR §668.43(b) requires that institutions, “*make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution’s accreditation and its State, Federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.*”

To comply with this regulation, NDMU makes every effort to resolve student complaints internally, using policies and procedures outlined in several publications such as the University Catalogs and in the Student Handbook. A copy of the NDMU Student Handbook can be reviewed in Ms. Hurtado’s office, Meletia 013. Students are expected to familiarize themselves and fully utilize any and all administrative policies, procedures and/or resources provided by NDMU.

Some examples of issues that can be addressed by submitting a Formal Student Complaint:

1. Sexual Harassment by anyone on campus
2. Bullying by anyone on campus
3. Teacher Conduct
4. Student Conduct
5. Level Placement
6. Grades
7. Any other circumstances that make you feel uncomfortable

Steps in Student Complaint process:

Students are always welcome to discuss concerns with any ELI faculty or administrator. Please use the steps below as a guide:

1. Speak with any ELI instructor or administrator to discuss the issue.
2. Submit formal Student Complaint Form, found on our website at <https://ndm.edu/content/addressing-student-concerns>.
3. Meeting/Consultation will be scheduled with parties involved by administration, where a resolution action plan will be discussed.
4. If further action is required, HR Office and upper administration will be notified.

Facilities

ELI Classrooms

ELI classes are held in the Feeley International Center, Gibbons Hall, and Fourier Hall. Students should leave the classroom organized in the way it was when they entered.

Language Learning Center

The Language Learning Center is available for classes & students. Students at the ELI are encouraged to use the language lab for extra practice outside of class time.

The LLC consists of the main lab, Resource Center, and Independent Study Room. Audio, video, and computer facilities are available. You may schedule training and other meetings as needed with the lab coordinator at extension 5558.

- *Main Lab:* Is primarily used for classes. Students are allowed to use available stations during a class in session provided they do not disturb the class. The main lab is a fully digital system that allows you to:
 1. Leave assignments without using CDs.
 2. Watch video clips and complete assignments.
 3. Listen in during class to students.
 4. Assign pairs or groups to “telephone” talk during class.
 5. Project video, dvd, or computer images from the teacher station to the student stations.
 6. Access internet.

To fully utilize the lab, please schedule an orientation with the coordinator.

- *Resource Center:* Contains materials for ELI students to use including books that accompany audio or CD-Rom programs available in the lab. Many of the Listening & Speaking materials are available in the LLC and not in the ELI Library, Room 018. Students may also use this room to study.

Graded Reader Library

The graded reader library is located in the office of the Assistant Director, FIC 013, and is available for students. Books are organized by level, and may be checked out by students at any time. Several of the books have multiple copies for use in smaller classes. Students may check out books on their own, or instructors may check out books of their choosing for their students.

Loyola-Notre Dame Library (<http://www.loyola.edu/library/>)

- The Loyola-Notre Dame Library is shared by Loyola University and Notre Dame of Maryland University.
- There are over 425,000 volumes in the library.
- Students have access to over 130 online research databases in a multitude of disciplines available through the library.
- There are over 56,500 full-text journals available online through the library.
- Students are able to access library resources remotely from anywhere in the world.
- Classes on how to use the library resources are taught by librarians each semester. Individual professors bring classes in for specialized research instruction.

- The library has over 16,000 media items including DVD's, CD's, and videos. These include educational videos as well as feature films.
- Librarians are available to help students with research projects. Online chat reference is available 24 hours a day!
- The library is open early and closes late; the library is open 108 hours during the academic year and 24/7 during final exam periods.
- More than 100 computers with Microsoft Office and access to the Internet are available for student use in the library. Students can also check out laptops to be used in the library.
- The library renovation and addition project was completed in 2008; the library now consists of 125,000sf on four floors. New features include an auditorium, cyber cafe, multi-functional gallery, group study areas, seminar rooms, and a digital media lab.
- The Innovation Station, a makerspace located on the main level of the Library, offers various technologies for exploration, creation, learning, and invention. All equipment is available on a first come, first serve basis to Loyola University Maryland and Notre Dame of Maryland University students, faculty, and staff though some equipment can be reserved in advance.

Other Campus Facilities

Instructors and students enjoy access to all facilities on campus including a fitness center and sports complex, pool, and library. Most services, including a copy center, bookstore, post office, and ATM machine are available on the lower level of Gibbons Hall. Please note that all buildings on campus are smoke-free.

ATHLETICS

The following athletic facilities are open to ELI students when not in use by campus teams or organized classes: fitness center, racquetball, basketball and tennis courts, and the pool. Students must request permission to use any of the fields on campus. Please ask ELI main office for more information. Students should carry their photo IDs with them at all times.

POST OFFICE

The University's mailroom provides U.S. postal services, UPS shipping services, and DHL and FedEx mail services. It is located in the basement of Gibbons Hall and is open from 8:15 a.m. to 4:00 p.m. Monday through Friday.

PARKING ON CAMPUS

Visitors may park in the visitor parking spaces marked by signs. All students must have a University parking sticker on their cars or they will receive a parking ticket. Parking stickers can be obtained in the Safety and Security Office in the basement of Gibbons Hall. Students who receive a parking ticket must pay the parking fine. If a student does not pay tickets, the car may be towed! Pay parking fines at the Business Office (Theresa Hall).

BOOKSTORE

The Notre Dame bookstore is located in the lower level of Gibbons Hall. In addition to selling ELI and Notre Dame textbooks, the bookstore sells Notre Dame items (T-shirts, sweatshirts, and pants), snacks etc.

EATING ON CAMPUS

The Dining Hall is open to all students for breakfast, lunch, and dinner. Students who live in the residence hall have already paid for their meals and only need to swipe their student ID at the door. Students who live off-campus must pay for meals at the door.

Students may pay cash or may deposit money on their Notre Dame ID Card and use it as a debit card in the Dining Hall and Gator Alley. To participate in this plan, students can add money to their card at NDM Express located in the Registrar's Office in Gibbons Hall. There are no refunds for unused dollars at the end of the

school year. There is also a Block Plan where the student can pay for their meals ahead of time and save money.

ELI STUDENT SERVICES

Academic Advising:

The ELI administrative team checks in on the progress of students at least every 4 weeks, or more frequently, at the suggestion of an instructor. Students can stop by the offices of either the Director or Assistant Director to request an appointment, or students may contact them by email.

Many ELI students decide to continue their academic studies at NDMU or another local college/university, and the ELI administrative team has important information and resources to help students better understand and navigate the process of applying and transferring to an academic program.

Immigration / Visa Advising:

Our PDSO (Margo Cunniffe) and DSO (Jessica S. Hurtado) are available to assist students with a wide variety of issues related to visas and immigration. Please visit one of their offices, or send them an email if you have any questions or concerns about:

- Student visa regulations
- Working as an F-1 student
- Changing program dates
- Change of status requests
- Updating records in SEVIS
- Transferring programs
- Program end date and grace period
- Annual leave of absence
- Financial obligations and sponsorship

NDMU Student Counseling Services:

While college provides many exciting opportunities, it can also be a difficult and stressful time of adjustment for students. We offer a confidential setting to talk with an objective professional about your concerns.

We are Here to Help. College life involves the transformation from adolescence to adulthood. During this time of personal growth, there are many good times as well as life challenges. **Counseling is free for all students.**

We can help you with:

- Adjustment to college
- Anxiety, depression & anger
- Eating disorders, overeating or body image concerns
- Fear of public speaking or test anxiety
- Grief or loss
- Self-esteem and self-confidence
- Stress management or time management
- Relationships with friends, roommates, parents, romantic partners or spouses
- Physical or sexual abuse
- Problems encountered in college setting
- Trauma and sexual assault

To request an appointment with a counselor, please visit the Counseling Services webpage at: www.ndm.edu/student-life/counseling-services.

CONTACT COUNSELING SERVICES:

Counseling Center

Theresa Hall, Room 016

Phone: 410-532-5384

Emergency Contact: In the event of an emergency, dial extension 6666 (on campus), 410-435-0100 (off campus) or 911.

Director of Counseling Services

Amy Provan, Psy.D.

Theresa Hall, Room 013

Phone: 410-532-5379

Assistant Director of Counseling Services

Elizabeth Scott, MS,

LCPC

Theresa Hall, Room 010

Phone: 410-532-5434

Housing for ELI Students

Most students in the English Language Institute live with family or friends in Baltimore City or surrounding counties. If you do not have family or friends in the area, you can either live on campus or rent your own apartment nearby.

On Campus Housing – Dormitory

Men and women may live on campus at the University in the Residence Halls. We offer double and single rooms. Rooms in both residence halls, Doyle Hall and Meletia Hall, have beds, closets, desks, phones and wireless internet access. Men and women live in different areas in the buildings. They have separate bathrooms that are shared by gender. Washing machines and clothes dryers are available in the residence halls. Rooms for men are very limited. Please check with our office to make sure we can accommodate your request.

Meals

On-campus housing includes a full meal plan with breakfast, lunch and dinner every day during the week. On Saturdays and Sundays, brunch and dinner are available. Meals are served in Doyle Dining Hall.

Move-In & Holidays

Students may move in the weekend before the session begins and must leave the weekend after their last session ends. Resident students should email us the date they plan to arrive. The residence halls are closed during the Christmas holidays in December, and for 3 weeks in August between the Summer session and the Fall I session. Students must find their own place to stay during these times. Home stays during breaks are not available through the ELI.

Health Requirements

All students who live on campus **MUST** meet health requirements **BEFORE** coming to campus. All resident students must bring a **CERTIFIED** document in English from their physician showing **NEGATIVE** test results. This is very important. Students who do not submit this form will not be allowed to live on campus.

Request Housing

To request a room, students should fill in the appropriate information on the application form. Once the student visa is approved, students should notify the program (eli@ndm.edu) of their arrival date to campus to ensure the dorm room is prepared for move-in. If a current student that lives off-campus would like to move to a dorm room on campus, please contact the Assistant Director for more information.

Off-Campus Housing

The ELI cannot find apartments for students or provide home stay opportunities, however, we are more than happy to provide information about local housing opportunities.

The University is located a few miles from downtown Baltimore in the Homeland neighborhood. Many students live in a nearby neighborhood called Charles Village which is very close to the University and on the number 51 bus line which passes in front of the University. Students also live in the towns of Towson and Mount Vernon. They are also on the number 51 bus line. The University is in the north part of the city in a residential neighborhood. The downtown area is further south. We suggest that students try to find a place to live in the north part of the city if possible.

Most apartments require at least a one-year lease or contract and come unfurnished. It is possible to find furnished apartments and lease for less than one year, but the rent is usually higher.

To find off-campus housing, students may check advertisements in local newspapers and other rental publications. You can also look for apartments on the sites below. A helpful guide to internet providers, utility companies and more can be found at inmyarea.com.

- apartmentguide.com
- apartmentlist.com
- apartments.com
- baltimore.craigslist.org
- baltimoresun.com
- abodo.com
- rent.com
- rentbits.com
- zillow.com

Special Events and the ELI Community

Throughout our calendar year, the ELI hosts or participates in several special events, with the objective of exposing our students to different cultures and traditions, as well as connecting with the NDMU and local communities. Likewise, in the ELI we try to foster a sense of community for the students, so that they feel connected with their instructors, the administration, and one another. While participation in cultural events and end of session celebrations is not mandatory for our students, it is strongly encouraged and appreciated. Willingness to practice your language skills and participate in these types of activities will certainly benefit your language progress.

- **Field Trips**

Class field trips are an excellent way to engage students with the content they are exploring in the classroom, and give them authentic exposure to and practice with the English language. A list of places students have enjoyed visiting in the past is available in the “Living in Baltimore” section of this handbook.

- **Culture Day**

Culture Day is an annual event hosted by the ELI, usually held in the Fall II session of every year. Students are invited to participate by representing their home countries in a fair-type setting. The entire campus is invited to “tour around the world” by visiting different tables where students display information about their countries. In the past, students have brought items to display such as clothing, photos, books, music, and food. Culture Day by far is the most anticipated ELI event for both students and the NDMU community alike.

- **Campus Events / Activities**

There are often events happening on campus in which ELI students are welcome to participate. Sporting events, study breaks, student celebrations, presentations, and fairs are just a few examples of the types of events that take place. Students are invited to visit <https://www.ndm.edu/news-and-events/events> for a current calendar of upcoming events.

- **Student Ambassador Program**

The role of a Student Ambassador (SA) is essential to enhance the experience of current students. It also offers the SA a unique leadership and liaison opportunity within the NDMU community. The term of service is sixteen weeks (Fall I and Fall II). This position is open to ELI students who can fully commit to the following responsibilities:

- Organize and lead monthly student meetings, or more often if desired
 - Share information about campus and local events
 - Encourage participation and engagement
 - Foster a sense of community
- Assist ELI faculty and staff in occasional events: Orientation, Open House, ELI parties
- Attend a training session and occasional meetings to further your development as a professional
- Support new students by offering to have lunch with them, show them around campus, and be available for other questions or concerns

The benefits of being a Student Ambassador:

- Leadership role among ELI students
- ELI liaison to campus activities
- Special designation on your ELI Certificate
- Experience to include on your resume

The faculty moderator for the ELI Student Ambassador Program is Paula Harmon. She is available to assist with decision making, reserve space on campus for meetings, and monitor the activities of the program. Paula can be reached at pharmon@ndm.edu.

- **Lunch Club**

Lunch club is open to all ELI students. Lunch Club meets once every two weeks during the lunch hour, as a way to practice English conversation skills and get to know other ELI students who may not be in classes together. Students do not need to sign up to participate, all are welcome.

- **Conversation Club**

Conversation Club meets once per semester as a group, where ELI and NDMU students get together for some ice-breaker activities and then sign up to be a conversation partner. Students are then contacted via email with information about their “match.” Students then communicate with each other to establish a schedule for meeting to practice speaking skills. There is a great interest from the NDMU students to participate in this activity, so there is no shortage of partners for the ELI students. Speak with the ELI Directors for more information.

HEALTH CARE INFORMATION

- **Campus Requirements:**

POLICY 1: Health Insurance - All international students **MUST** have health insurance coverage.

Students may bring health insurance from their home country providing it covers them while they are in the U.S. If this is the case, students should bring a copy of their health insurance card and policy. If they do not have health insurance, coverage is available for purchase in the ELI. Information will be available at orientation.

POLICY 2: TB Screening - All new students staying in Notre Dame dorms **ARE REQUIRED** to show proof of tuberculosis screening or take the TB screening test before attending class.

Tuberculosis is a serious bacterial disease of the lungs. In recent years, the number of tuberculosis cases has been increasing among University students. It is easily detectable by a skin test and treatable with antibiotics.

POLICY 3: Health History - Students living in the residence halls are required to provide a health history.

The Health History Form is available from the ELI. The form is to be completed by a physician and returned to ELI at orientation.

POLICY 4: Documentation Deadline - All new resident students must provide a health history, proof of health insurance, and proof of a negative TB screening at orientation.

Students who cannot comply with this deadline will not be permitted to live on campus.

- **Why Do You Need Health Insurance?**

Regardless of how old you are, how well traveled you are, or your relative health, there are very real risks that need to be prepared for before studying in the United States. Not having health insurance coverage in the United States, a country infamous for very high medical costs, can be dangerous not only for your health but also your finances.

You will be treated in an emergency situation regardless of your health insurance coverage in the United States; however, in the instance where you are uninsured, you will have to pay out of pocket for all medical costs incurred. Medical procedures in the United States can be VERY expensive. It is important to be covered by health insurance in case of any unforeseen emergency.

- **Costs:**

**English Language Institute
Student Health Insurance Schedule and Prices
2019-2020**

Session	Dates of Coverage	Price in USD
Fall I 2019	08/19/2019 – 10/20/2019	\$433.00
Fall II 2019	10/21/2019 – 01/05/2020	\$527.00
Spring I 2020	01/06/2020 – 03/22/2020	\$527.00
Spring II 2020	03/23/2020 – 05/31/2020	\$479.00
Summer 2020	06/01/2020 – 07/31/2020	\$421.00

For more information or to log in to your account, visit <https://www.firststudent.com/>.

- **Covered Services**

Once you have signed up for the health insurance plan offered by NDMU, you can sign in to www.firststudent.com for more information about your plan. Information available includes:

- Summary of Benefits
- Find a Doctor, Hospital or Lab
- Prescription Drug Information
- Need an ID Card
- File a Medical/Prescription Claim
- Check Claim Status
- Dental, Vision and Other Discount Services
- Health Advocate
- Call a Nurse
- Travel Assistance, Evacuation & Repatriation

If you have any questions about your health insurance options, please stop by the office of Jessica S. Hurtado, FIC 013, or email her at jhurtado@ndm.edu.

Local Health Clinic



6317 York Road
Baltimore MD 21212
443-777-6890
Hours: 8 AM to 8 PM

PAYMENT POLICIES

TUITION & FEES

The registration fee and I-20 processing fee are non-refundable payments due before a student can be registered for classes. The registration fee is charged every session.

Tuition must be paid in full by the end of the second week of classes. Failure to pay by the due date will result in a late fee of \$50. **Students with an outstanding balance on their account after the end of the second week will not be allowed to attend classes.** Absences accrued due to an outstanding balance will not be excused, and may jeopardize a student's visa status. Furthermore, by the end of the second week of any given session, students who continue to have an outstanding balance will be required to meet with the ELI administration to discuss their account and resolutions, which may include a dismissal from the ELI.

If for any reason a special circumstance is causing a delay in payment, the student must inform the ELI office. These cases may also be handled on a case-by-case basis.

Furthermore, financial obligations incurred or billed during a session must be settled before a student may register for another session or receive final grades. Transcripts, Certificates, and Transfer Eligibility Forms cannot be released until all financial obligations have been met.

REFUND POLICY

Students will be given tuition refunds as outlined below, provided they do not have any outstanding balances with the University (parking or library fines etc.). No refunds are given for the registration fee, or housing deposit. Tuition refunds are based on the date of formal withdrawal from the University.

Before start of classes	100%
Within the first week	75%
Within the second week.....	50%
Within the third week.....	0%

Formal withdrawal is made through the ELI office and must be done in writing. No adjustment is made for late entrance.

HEALTH INSURANCE FEES

Students are expected to provide the ELI office with proof of health insurance before the end of the first week of classes. Otherwise, they will be placed on the NDMU health insurance plan, and the cost will be added to their invoice.

All payments for health insurance are due by the end of the second week of classes. Failure to pay by the due date will result in a late fee of \$50. **Students with an outstanding balance on their account after the end of the second week will not be allowed to attend classes.**

Campus Policies

ON-CAMPUS EMERGENCY LINE

The office of campus security has a 24-hour on-campus emergency line. In the event of an emergency, call x6666. Examples of emergencies consist of fire, bomb threats, assaults, medical emergencies, disorderly conduct, and use of firearms.

Notre Dame of Maryland University has adopted a mass notification system that enables the school to send urgent news to your cell phone. The notification system will be used to communicate important information during any potential emergency, snow delay or closing, homeland security advisory, fire, or other event.

Depending on your personal cell phone plan, there may be a nominal fee from your carrier to receive text messages, but there is no charge from the school to use the service. The service is available to all current students, faculty, and staff.

This is an excellent system that can notify the entire campus of an emergency situation within minutes; however, it only works if you take a minute to register yourself in the system.

To sign up, go to www.ndm.edu and in the search box enter "Public Safety," or "e2campus."

In the case of a student who is confined to a wheel chair (or is otherwise physically challenged), it is recommended that the faculty member assign an individual to assist that student in the event of an emergency.

Safety and Security

Members of the office of public safety patrol the campus 24 hours a day, seven days a week. Public safety officers can be contacted through the campus switchboard by pressing "0" or "5360" or, for emergencies only, "6666." Public safety provides escorts in the evening and during overnight hours.

Several emergency phones are located around campus. When the emergency button is activated, the blue light on top of the site oscillates and the caller is in direct and immediate contact with the communication base officer or switchboard. The phones also have a key pad that can be used to call any campus phone number. To reach someone from security or to call for an escort, press "5360" from the phone pad.

The campus crime report is available at www.ndm.edu or from the office of public safety in Room 002 of Gibbons Hall.

FIRE

When the alarm sounds, follow these directions and instruct your students to do the same.

- Walk to the nearest exit. On every floor in every building on campus, there are front and back stairways. Occupants of areas (classrooms, labs, offices, theater) near the front of the building will leave by front stairways. Occupants of rooms closest to the back of the building will use the rear stairways.
- Leave the building immediately and quickly. Stand away from the building and off the road.

WEATHER

Under adverse weather conditions, students and faculty are expected to make a reasonable effort to be on time for classes. However, each person must exercise his/her own judgment in determining the hazards of travel in bad weather. Associate Faculty must inform the office of the Vice President for Academic Affairs if unable to meet the class.

If classes are delayed or canceled due to weather conditions, an announcement will be posted on the Notre Dame website and made over the TV and radio stations listed below:

WMAR-TV (2); WBAL-TV (11); WJZ-TV (13); WBAL (AM 1090); WLIF (FM Lite 101.9); WPOC (FM 93.1); WQSR (FM 102.7); WTOP (AM 1500, Washington DC); WCBM (AM 680).

In the event of school closings or delays, you may call the Notre Dame Weather Line (410-532-5151).

Time lost to inclement weather will be made up. If a Saturday or Sunday class is canceled, it will be made up on one of the following Saturdays or Sundays. For evening classes, the instructor will announce the make-up date in the next class session.

Getting Around Baltimore

1. Public Transportation

Public transportation is operated through the Maryland Transit Authority (MTA). You can find information about bus routes, the light rail system and MARC train on their web site at:

<http://mta.maryland.gov/>.

2. Baltimore College Town: <http://www.baltimorecollegetown.org/>

3. Visit Baltimore: <https://baltimore.org/>

4. College Town Shuttle: <https://baltimorecollegetown.org/shuttle/>

The Baltimore Collegetown Shuttle goes to six schools - Goucher College, Towson University, Loyola University Maryland, Notre Dame of Maryland University, Johns Hopkins University (Homewood Campus), and Morgan State University. In addition to the six schools, stops include Towson Town Center, Penn Station (Amtrak and MARC trains), Towson Place Shopping Center, and Loch Raven Plaza.

5. Taxis/Lyft/Uber

Baltimore Yellow Cab Phone: 410-685-1212

Jimmy's Cab Co. Phone: 410-296-7200

The ride hailing apps Lyft and Uber are both available in Baltimore

Driving in the United States

If you are interested in driving in the United States, you will need a home country driver's license and an international driver's license (which is essentially a translation), as well as a certified copy of your driving record (only if you plan to obtain a license shortly after arrival). This can make the process of obtaining a U.S. license easier. If you would like to know more about license requirements and costs, visit

<http://www.mva.maryland.gov/drivers/apply/international-applicants.htm>.

Grocery Stores

1. Aldi: 3601 W. Cold Spring Lane, Baltimore

Aldi: 903 Taylor Avenue, Towson

2. Eddies: 6213 N. Charles Street / Roland Avenue

Phone: 410-377-8040

3. Giant Food: 6340-50 York Road

Phone: 410-377-2673

Pharmacy Phone: 410-377-4400

4. Trader Joe's Towson: 800 Kenilworth Drive, Towson, MD 21286

Phone: 410-296-9851

5. Whole Foods: 1330 Smith Avenue

Phone: 410-532-6700

6. **Baltimore Farmers Market:** Every Sunday underneath the Jones Falls Expressway at Holliday & Saratoga streets from Sunday, April 7-Sunday, December 22, 2019
-

International Food Stores

Asia Food

5224 York Road, Baltimore, MD 21212
410-323-8738
Chinese, Thai and Japanese products

H Mart

800 N. Rolling Road, Catonsville, MD 21228
443-612-9020
<https://www.hmart.com/>

Potung Trading

321 Park Avenue, Baltimore, MD 21201
410-962-1510

Thai Philippine Oriental Foods

523 Gorsuch Avenue, Baltimore, MD 21218
410-243-6193
African, Chinese, Jamaican, Korean, Philippine and Spanish

Da-Kao Market

3347 Belair Road, Baltimore, MD 21213
410-276-1681

Bombay Bazaar

1524 W. Pratt Street, Baltimore, MD 21223
410-233-6303
Spices, beans, chutneys, rice, samosas and ready-to-eat frozen foods

Delhi Bazaar

10 W. Chestnut Hill Lane, Reisterstown, MD 21136
410-833-4035

Patel Brothers

6504 Baltimore National Pike, Catonsville, MD 21228
410-719-2822

Orchard Market and Café

8815 Orchard Tree Lane, Towson, MD 21286

Behind the restaurant is a small shop with pita bread, pomegranate paste, dry dill, tahini, basmati rice and Persian teas.

Drug Stores/Pharmacies

CVS

5200 York Road [Phone: 410-433-7711](tel:410-433-7711)
4625 Falls Road [Phone: 410-662-1670](tel:410-662-1670)

Rite Aid

6300 York Road Phone: 410-323-0838

Walgreens

6301 York Road Phone: 443-524-4535

Shopping

Towson Town Center: 825 Dulaney Valley Road, Towson (a large shopping mall)

<https://www.towsontowncenter.com/en.html>

Belvedere Square: <http://belvederesquare.com/> (shopping center/food market on York Road, opposite the Senator Theater)

Towson Place: 1238 Putty Hill Avenue, Towson, MD (large shopping center, includes Walmart and Target)

Movie Theaters

The Senator, 5904 York Road, Baltimore <http://thesenatortheatre.com/>

Cinemark Towson, 111 East Joppa Road, Towson <https://www.cinemark.com/theatre-1072>

The Charles Theatre, 1711 N Charles Street, <http://thecharles.com/>

The Parkway: <http://www.france-merrickpac.com/index.php/> (home of the Maryland Film Festival)

Museums/Historic Sites/Parks

American Visionary Arts Museum: 800 Key Highway, Baltimore, MD 21230 (\$9.95 student admission, closed Mondays)

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

Baltimore Museum of Art: 10 Art Museum Drive, Baltimore, MD 21218 (free admission, closed Mondays and Tuesdays)

<https://artbma.org/>

Baltimore Museum of Industry: 1415 Key Highway, Baltimore, MD 21230 (\$7 student admission, closed Mondays)

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

B&O Railroad Museum: 901 West Pratt Street, Baltimore, MD 21223 (\$20 admission)
<http://www.borail.org/>

Cylburn Arboretum: 4915 Greenspring Avenue, Baltimore, MD 21209 (free admission)
<http://cylburn.org/>

Druid Hill Park/Maryland Zoo: 900 Druid Lake Drive, 21217/One Safari Place
<https://www.marylandzoo.org/> (\$21.99 admission)

Fort McHenry National Monument: 2400 East Fort Avenue, Baltimore, MD 21230 (\$15 admission)
<https://www.nps.gov/fomc/index.htm> Site of 1814 battle that inspired Francis Scott Key to write his poem, the *Star Spangled Banner*.

Hampton: <https://www.nps.gov/hamp/index.htm> (historic plantation and national park)

Maryland Science Center: 601 Light Street, Baltimore, MD 21230 (\$24.95 admission)
<https://www.mdsci.org/>

National Aquarium: 501 East Pratt Street, Baltimore, MD 21202 (\$39.95 admission)
<https://www.aqua.org/>

National Lacrosse Hall of Fame: 2 Loveton Circle, Sparks, MD <https://www.uslacrosse.org/about-us-lacrosse/museum> free admission

Patterson Park: has a boat lake, ice skating rink and an outdoor swimming pool as well as a recreation center.
<https://baltimore.org/article/explore-park-near-you-baltimore>

Power Plant Live! (dining and entertainment venue in the Inner Harbor): <https://www.powerplantlive.com/>

Reginald F. Lewis Museum of Maryland African-American History & Culture: 830 E Pratt Street, Baltimore, MD 21202 (\$6 student admission, closed Mondays and Tuesdays)
<https://lewismuseum.org/>

Six Flags America (amusement park): <https://www.sixflags.com/america>

U.S.S. Constellation: Baltimore's Inner Harbor, Pier 1 (\$13 to \$16 student admission)
A [sloop-of-war](#), the last sail-only warship designed and built by the [United States Navy](#) in 1854.
<http://www.historicships.org/index.html>

Walters Art Museum: 600 N. Charles Street, Baltimore, MD 21201
<https://thewalters.org/> (admission is free, open Wednesday through Sunday)

Theaters and Other Arts Venues

Baltimore Symphony Orchestra: <https://www.bsomusic.org/calendar/>

Center Stage: <https://www.centerstage.org/>

Chesapeake Shakespeare Company: <https://www.chesapeakeshakespeare.com/>

Hippodrome Theatre: <http://www.france-merrickpac.com/index.php/>

The Lyric: <https://modell-lyric.com/>

Sports and Recreation

NDMU Gator Athletics: <https://notredamegators.com/index.aspx> Come cheer on your Gators at home and away games!!

Hopkins Bluejays: <https://hopkinssports.com/>

Loyola Greyhounds: <https://loyolagreyhounds.com/>

Morgan State University Bears: <https://morganstatebears.com/>

Towson Tigers: https://towsontigers.com/splash.aspx?id=splash_1066

UMBC Retrievers: <https://about.umbc.edu/visitors-guide/athletics/>

Professional Sports Teams

Baseball: Baltimore Orioles: <https://www.mlb.com/orioles>

Football (American): Baltimore Ravens: <https://www.baltimoreravens.com/>

Soccer (Football): Baltimore Blast (indoor): <https://www.baltimoreblast.com/>

Major League Soccer (Football): DC United: <https://www.dcunited.com/>

ELI Calendar 2019-2020

Important Dates

FALL I, 2019	(Aug.26 – Oct.17)
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08/19 – New student orientation and placement testing
08/26 – First day of classes, Fall I session
09/02 – Labor Day, no classes
09/27 – ELI Field Trip to Roger’s Farm
10/11 – ELI Field Trip to Washington, D.C.
10/14--10/17 – Mid-Term Exams
10/17 – Last day of classes for Fall I session

FALL II, 2019	(Oct.21 – Dec.12)
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10/21 – First day of classes, Fall II session
10/31 – Halloween, ELI celebration @ 3:15 p.m.
11/03 – Daylight Savings, set clocks 1 hour back!
11/08 – ELI Field Trip to Philadelphia
11/16 – NDMU trip to New York City
11/20 – CULTURE DAY EVENT
11/27—12/01 – Thanksgiving Holiday, no classes
12/09—12/12 – Final Exams
12/12 – Last day of classes for Fall II session

Winterim, 2020	(Jan.01 – Jan.17)
-----------------------	--------------------------

01/06 – 01/17 – Winterim Session, classes/tutoring scheduled as requested

SPRING I, 2020	(Jan.21 – Mar.12)
-----------------------	--------------------------

01/13 – New student orientation and placement testing
01/21 – First day of classes, Spring I session
02/13 – Valentine’s Day Celebration
02/28 – ELI Field Trip to nearby Ski/Tubing Slopes
03/09—03/12 – Mid-term exams
03/12 – Last day of classes for Spring I session

SPRING II, 2020	(Mar.23 – May.14)
------------------------	--------------------------

03/13—03/22 – SPRING BREAK
03/23 – First day of classes, Spring II session
04/13 – No classes, Easter Holiday
04/17 – ELI Field Trip to Annapolis
04/23 – Ramadan Begins
05/11—05/14 – Final Exams
05/14 – Last Day of Spring II session

SUMMER, 2020	(Jun.01 – Jul.23)
---------------------	--------------------------

06/01 – First day of classes, Summer session
06/19 – ELI Field Trip to Six Flags America
07/23 – Last day of classes, Summer session



ENGLISH LANGUAGE INSTITUTE

CHANGE OF CLASS REQUEST FORM

(To be completed after attending 2 classes)

Name: _____ **Date:** _____

Current Class: _____ Teacher: _____

Requested Class: _____ Teacher: _____

I have spoken with my current teacher? Yes / No (circle one)

Reason for Change (To be filled out by student): _____

Current Teacher's Signature: _____

Teacher's Comments: _____

Dear Faculty:

The above student **is approved to join** the following class(es):

Administrator

The above student **must stay** in following class(es):

Administrator

CURRICULUM GUIDE – WRITING – STUDENT LEARNING OUTCOMES

WRG 005

- Writes simple sentences & phrases
 - Frequent errors obscure meaning
 - Supplies missing words in short sentences
 - Writes short answer response to oral questions with visual support
 - Writes lists, personal schedule, personal info (name, address, etc).
-

WRG 010

- Some control of simple sentences with attempts at compound and/or complex sentences
 - Expresses some of own ideas
 - Errors occasionally obscure meaning
 - Takes notes using graphic organizers or models
 - Writes Yes/No, Choice, WH-questions from models
 - Spells words phonetically
 - Corresponds for social purposes (notes, texts, emails)
 - Writes simple personal letter describing opinion or experience
 - Writes simple sentences on familiar situation/topic from dictation
 - Uses simple basic punctuation (caps, periods, commas, question marks)
 - Following a model, writes simple paragraph on a single topic
 - Completes basic forms (Application, library)
-

WRG 015

- Expresses own ideas
 - Good control of simple sentences; uses compound and complex sentences but with errors (word order, punctuation)
 - Errors usually do not obscure meaning
 - Writes short narrative or expository pieces with some detail on familiar topics with beginning, middle, end
 - Outlines ideas/details using graphic organizers; takes notes on familiar material given orally
 - Writes simple sentences from dictation
 - Beginning to use some idioms
 - Some control of spelling
 - Writes simple instructions/directions with some detail
 - Writes short notes (to school, neighbor)
 - Writes simple letter of request or offer
 - Applies basic caps, spelling, punctuation when writing
 - Uses pre-writing & editing strategies
-

WRG 020

- Expresses ideas with supportive argument
 - Drafts, organizes, writes & edits a short paragraph using topic sentence, supporting details & transitions
 - Errors do not obscure meaning
 - Revises work based on written or oral feedback
 - Composes narrative & expository text for various purposes
 - Takes detailed messages
 - Writes notes from authentic discourse
 - Completes authentic forms (job, school, medical)
 - Writes letters of request or complaint
 - Uses effective complex sentences
 - Justifies/Defends ideas and opinions
-

WRG 030

- Clear expression of idea with formal organization (topic sentence, details, conclusion)
- Writes original pieces using various genres and discourses
- Explains with detail: processes and procedures
- Critiques, peer edits and makes suggestions on others' writing from rubrics (& understands caps, spelling, punctuation) = editing & revising
- Writes complex sentences in paragraphs
- Uses pre-writing skills to organize and develop paragraph
- Summarizes articles on familiar topics
- Using a model, prepares a simple resume/CV
- Identifies parts of a composition

CURRICULUM GUIDE – GRAMMAR – STUDENT LEARNING OUTCOMES

GRA 005: Is beginning to use and understand, some basic grammar structures:

- Simple WH- questions and Yes/No questions with responses.
 - Affirmative/Negative statements with be, do, have or other high frequency verbs
 - Simple present progressive
 - Simple past with high frequency verbs
 - Singular/Plural
 - Simple conjunctions (and, or, but)
 - Simple prepositions of time & place (in, on, at, next to)
 - Simple frequency adverbs
 - Possessive adjectives (my, your, her, our)
 - Subject Pronouns
-

GRA 010: Uses some intermediate grammar structures:

- Present progressive
 - Modal auxiliary verbs
 - Common irregular verbs
 - Subject-Verb agreement
 - Adjective + Noun
 - There is/are
 - Contractions
 - Singular /Plural
 - Indefinite articles (some/any, much/many)
 - Object Pronouns (me, him, us)
 - Possessive pronouns (mine, yours, his)
 - Conjunctions
 - Frequency adverbs
 - Demonstrative adjectives (this/that, these/those)
-

GRA 015: Uses basic & intermediate grammar structures with some control
Awareness and some possible use of high intermediate grammar structures:

- Simple past
 - Future (will, be going to)
 - Present perfect (in high frequency situations)
 - Simple modals in affirmative/negative
 - Simple expressions for giving advice, inviting, expressing regret
 - Comparative and superlative adjectives
 - Verb + Infinitive (want to vb, need to vb, have to vb)
 - Polite expressions (would rather, would you mind)
 - Adverbs (too, very, enough)
 - Possessives (nouns + 's)
 - Conjunctions (and/or, but, either/neither)
-

GRA 020: Continued gains in control of basic & intermediate grammar structures

Use of high intermediate grammar structures

Beginning to use advanced grammar structures:

- Past habitual (used + infinitive)
 - Present Perfect (vs. other tenses)
 - Past continuous (vs simple past)
 - Modals (ought to, had better, would rather)
 - Conditionals (present real, present unreal, past real)
 - Simple adverbial clauses (before/after, if/then; because/ since)
 - Reflexive pronouns (myself, yourselves)
 - Common phrasal verbs and idioms (get___, put ___, take ___)
 - Tag questions
 - Passive voice
 - Commonly confused verbs (do/make, say/tell, go/come, learn/teach)
-

GRA 030: Control of basic intermediate grammar structures

Continued gains in control of high intermediate grammar structures

Use of some advanced grammar structures while adding these additional advanced structures:

- Present perfect continuous
- Modal perfects (would have)
- Compound and complex sentences
- Gerunds
- Infinitives
- Connectives (because, even, though)
- Transitional adverbs (therefore, however)
- Adverb clauses
- Modals and expressions of doubt, regret, obligation (paying attention to register)
- Phrasal verbs
- Idioms
- Embedded statements / questions

CURRICULUM GUIDE – READING – STUDENT LEARNING OUTCOMES

REA 005

- Reads controlled dialogues and sentences
 - Reads everyday signs, schedules & simple charts
 - Decodes familiar words using sound/symbol relationships
 - Scans for specific info on familiar documents (utility bill, pay stub)
 - Reads some common sight words
 - Locates word, number or item in alphabetical or numerical order
-

REA 010

- Mainly reads only adapted ESL materials
 - Locates main ideas in a series of sentences
 - Uses prediction as a reading strategy
 - Reads short simplified paragraphs on a single topic with familiar vocabulary
 - Follows/reads simple written multi-step instructions (food prep, Rx)
 - Reads compound and complex sentences following punctuation cues
 - Reads compound words
 - Recognizes base words, synonyms, antonyms
 - Recognizes alternate form of basic info words for personal info: current date/today's date, sex/gender, birthdate/date of birth
-

REA 015

- Reads unadapted material with frequent support of dictionary and/or native speaker; understands simple and compound sentences in authentic materials
 - Differentiates between fact and opinion in texts
 - Answers questions about explicit info in texts
 - Applies simple context clues to get meaning of new words
 - Reads/understands multi-paragraph selections from various genres
 - Reads to compare/contrast
 - Identifies main ideas, details, chronological order and simple transitions in paragraphs or texts on familiar subjects
 - Recognizes prefixes suffixes, homonyms, transition words, multi-meaning words, some idioms
-

REA 020

- Understands most material with some use of dictionary and some questions
 - Infers meaning of new vocab from text using context clues and decoding skills
 - Matches cause to effect
 - Reads simple expository and narrative pieces on authentic topics
 - Skims for main idea and scans for details in prose and on documents
 - Interprets info in an authentic paragraph/text to answer questions
 - Identifies main idea, supporting details, transitions, fact and opinion in a text/paragraph
 - Follows specific written directions to do an activity
 - Compares info from 2 or 3 different sources
 - Makes inferences from familiar texts
 - Recognizes and understands common idioms
 - Identifies writer's purpose
-

REA 030

- Understands authentic material with some use of dictionary
- Interprets (level-appropriate) literature and summarizes
- Draws conclusions from different sources of informational text
- Infers significance of info in (level-appropriate) material
- Identifies evidence of bias and credibility of source
- Determines meaning of unfamiliar words in a text
- Takes notes while reading familiar or unfamiliar topics
- Varies reading strategies for understanding content on unfamiliar topics or technical info
- Distinguishes between literal and figurative language

CURRICULUM GUIDE – LISTENING – STUDENT LEARNING OUTCOMES

LIS 005

- Understands slow, simple speech on familiar topics (self, family, surroundings)
 - Requires repetition
 - Points to/shows basic parts/features of objects or people when named orally.
 - Follows 1-step direction in familiar context
 - Recognizes letters of words when spoken
 - Recognizes/responds to request for repetition or to personal information questions.
-

LIS 010

- Understands precise speech on familiar topics
 - Needs some repetition
 - Sequences visuals according to oral instruction
 - Matches/classifies oral info to real life or visuals
 - Catches the main point in short, clear messages or announcements
 - Recognizes common words spelled or dictated
 - Listens for key vocab in contextualized conversations
 - Follows simple multi-step directions
 - Understands/identifies simple expressions indicating lack of understanding
-

LIS 015

- Uses context clues to get main ideas and identify details
 - Understands normal speech on familiar topics, or at least the main points
 - Responds to statements, questions, commands and social conversation
 - Occasional repetition
 - Identifies and evaluates info in social and academic conversations
 - Distinguishes main ideas from supporting details in oral content-related discourse
 - Understands main points of TV or radio on current affairs or familiar topics when delivery is slow/clear
 - Follows simple 2-step directions
-

LIS 020

- Understands nearly everything in normal conversation: statements questions, commands
 - Some difficulty with TV or lectures
 - Distinguishes between multiple meanings of oral words/phrases in social and academic contexts
 - Interprets info in person and on TV
 - Distinguishes between facts and opinions in conversation
 - Recognizes/responds to some common idioms
 - Responds to requests for more info or clarification
 - Identifies key info and details given orally
 - Follows multi-step directions to a location or on how to do something
-

LIS 030

- Understands most speech including lectures and discussions on TV
- Continued improvement with (-) above
- Interprets cause/effect from oral discourse
- Makes inferences from oral discourse with satire/sarcasm/humor
- Beginning to identify and react to subtle differences in speech and register (ex. hyperbole, satire, comedy)
- Identifies and reacts to conversation openers/closers and polite expressions used by native speakers and social cues in conversation

CURRICULUM GUIDE – LISTENING – STUDENT LEARNING OUTCOMES

SPE 005

- Speech is slow, hesitant, uneven with silences
 - Answers Yes/No or Choice questions within context or personal experiences
 - Provides identifying information about self: uses series of phrases or sentences to describe in simple terms people, living conditions, education, job
 - Repeats words, short phrases, memorized chunks
 - Names everyday objects
 - Spells some familiar words
 - Produces/responds to common greetings, intros
 - Use numbers to provide personal information
-

SPE 010

- Can make an appt by phone
 - Hesitant; pausing, disrupts conversation
 - Gives simple 1-step directions
 - Describes nouns and events
 - Asks WH-questions to clarify meaning
 - Communicates in a simple and direct exchange of info or on familiar topics; monitors for listener comprehension
 - Manages short exchanges but can't understand enough to keep conversation going by self
 - Connects phrases in simple way to describe events, experiences, plans
 - Explains briefly reasons for opinions or plans
 - Expresses likes/dislikes
 - Expresses lack of understanding
-

SPE 015

- Retells a simple story
 - Some hesitation
 - Produces simple questions, statements, commands with familiar vocabulary
 - Often rephrases or searches for words
 - Suggests ways to resolve issues or offers solutions
 - Orally compares/contrasts
 - Sequences processes/procedures/events (2- steps)
 - Conducts interviews or gathers oral info
 - Uses simple expressions of opinion, agreement/disagreement, satisfaction/dissatisfaction
 - Expresses lack of understanding; asks for repetition
 - Participates in social conversations in familiar contexts
-

SPE 020

- Generally smooth speech (sometimes hesitant)
 - Produces statements, questions, commands in less familiar contexts with some detail
 - Less fluent than native speaker
 - Takes a stance and uses evidence to defend it
 - Compares/contrasts points of view (ex. explain viewpoint)
 - Analyzes and shares pros/cons of choices
 - Uses and responds to common slang and idioms
 - Expresses opinions facts, satisfaction/ dissatisfaction, agreement/disagreement, needs, and requests for info
 - Provides directions to a place or how to do something with details
-

SPE 030

- Uses various sentence patterns, new vocab, and idioms in spontaneous conversation
- Speech is smooth and effortless and logical
- Gives multi-media oral presentations
- Debates content-related issues using technical language
- Negotiates meaning in pairs or group discussions
- Expresses self fluently
- Negotiates solutions
- Uses persuasion
- Gives detailed multi-step directions
- Explains things in organized way with examples and/or details
- Tells anecdotal stories as part of conversation
- Selects/reports/ requests specific info
- Uses proper degree of formality in conversation

CURRICULUM GUIDE – VOCABULARY – STUDENT LEARNING OUTCOMES

VOC 005

- Very basic
 - Uses bilingual dictionary
 - Matches pics to words & phrases that are written, spoken or heard
 - Understands & uses some common sight words
 - Recognizes spelling patterns
 - Understands & uses basic greetings & intro words
-

VOC 010

- Self-expression is limited by vocab
 - Some use of Eng-Eng Dictionary
 - Understands compound words
 - Understands synonyms, antonyms, word families (parts of speech)
 - Continued recognition of spelling patterns
 - Identifies patterns & categorizes words
 - Recognizes base words, synonyms, antonyms
-

VOC 015

- Appropriate
 - Paraphrases when lacking words
 - Understands prefixes, suffixes & roots
 - Understands homonyms & homophones
 - Knows some idioms
 - Continued understanding of word families
-

VOC 020

- Appropriate
 - and descriptive
 - More knowledge of idioms
-

VOC 030

- Idiomatic and extensive

CURRICULUM GUIDE – PRONUNCIATION – STUDENT LEARNING OUTCOMES

PRO 005

- Very difficult to understand
 - Must repeat frequently
 - Recognizes/produces intonation for Yes/No questions and WH-questions
 - Letter-sound associations (Phonemic awareness)
 - Speech is slow hesitant, uneven & needs frequent pauses
 - Simple interactions with another person repeating, rephrasing & speaking slowly
 - Uses spelling patterns as a pronunciation strategy
-

PRO 010

- * Accent requires careful listening & sometimes causes misunderstanding
 - * Beginning to recognize & practice
 - Syllable stress of new vocab
 - /-S/ ending sounds
 - Pronunciation of chunks (words that go together) and linking the words together
 - -Continued use of spelling patterns as a pronunciation strategy
-

PRO 015

- * Usually can be understood
 - * Accent and mispronunciations may interfere
 - * Beginning to recognize differences and gain pronunciation clarity of
 - Tricky phoneme pairs
 - (/l/-/r/;/th/-/t/;/b/-/p/)
 - Stress of multi-syllable words
 - Short and long vowel sounds
 - Schwa in unstressed syllables
 - /-S/ ending sounds:
 - /s,/ /z/, /z/
 - /-ED/ ending sounds:
 - /t/, /d/, /d/
 - Shift in meaning with different emphasis in sentence stress
 - Intonation for questions vs. statements
-

PRO 020

- * Has accent but no important mispronunciations
 - * Gaining clarity of
 - Tricky phoneme pairs
 - Stress of multi syllable words
 - Short and long vowel sounds
 - Schwa in unstressed syllables
 - Shift in meaning with different emphases in sentence stress
 - Articulating word endings
 - Intonation for questions vs. statements
 - Phrasing into “thought groups” and using appropriate pausing
-

PRO 030

- * Nearly accent-less
- * Gaining clarity of
 - Stress of multi-syllable words using learned rules to guess stress of new words
 - Phrasing words into “thought groups,” and pausing between phrases
 - Conversation management techniques
 - (turn-taking, interrupting)



NOTRE DAME OF MARYLAND UNIVERSITY

ENGLISH LANGUAGE INSTITUTE

Acknowledgement of Receipt

(Sign this page and return to Jessica S. Hurtado)

I hereby acknowledge that I have received the ELI Student Handbook. I pledge to read it and follow the guidelines and procedures as outlined and approved by the Director of the English Language Institute. I understand that failure to follow the policies of the English Language Institute may result in dismissal from the program.

Date: _____

Printed Name: _____

Signature: _____