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# STUDENT HANDBOOK

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English Language Institute

2020-2021, 2020

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 over 100 students annually from more than 20 countries. Our Institute is part of Notre Dame of Maryland University, which celebrates its 125<sup>th</sup> year in 2020. Although our bachelor's degree program is for women only, the ELI, the College of Adult Undergraduate Studies and the Graduate Studies programs are co-educational, meaning they are for men *and* women. We offer the following programs in the ELI: the core intensive English program (IEP) for two 16-week semesters per academic year, an 8-week summer session of ESL electives, a Winterim session, and various other short-term programs. We also enjoy a close collegial relationship with the Office of International Programs and the Modern Languages 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 needed 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 levels, from beginning to advanced, 001, 002 and 003, and six skills: Reading, Writing, Grammar, Conversation, Pronunciation and Vocabulary. Our beginning students are generally already at the low- to mid-beginner level. We do not accept students who have zero proficiency in English (P-0). We can help interested P-0 students find a more appropriate program in the Baltimore area. Our advanced students may score from 85-100 on the TOEFL iBT. Full-time students study English for 20 hours per week, and part-time students design their own course of study, taking a maximum of four courses. Full-time students must take all six of the 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 America. This 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, but most do. Some are well-traveled, while others are away from home for the first time. Their goals vary too. 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. We see this diversity in our student population as one of the greatest assets of our program. Despite the differences, community and unity is a goal we keep in our sights each semester because the one common factor among the students is that they need English to achieve their goals.

### Important Contact Information

<b>ELI Main Office</b>	Intern	410-532-5566	eli@ndm.edu
<b>Director of ELI</b>	Jessica Hurtado	410-532-5561	jhurtado@ndm.edu
<b>Assistant Director of ELI</b>	Ralph Hubbell	410-532-5563	rhubbell@ndm.edu
<b>Administrative Assistant</b>	Caroline Mahle	410-532-3196	cmahle@ndm.edu

## Our Teaching and Learning Philosophy

We believe that our students benefit greatly from our intensive immersion program. Instructors use an effective combination of modern and classic methods, with a focus on not just the English language but on how to use it appropriately. Activities and assignments are an important part of that instruction. English is used at all times in the classroom. Finally, although courses are divided into skill areas, instructors blend reading, writing, speaking and listening into their instruction, using a content-based curriculum that ties the courses together.

## Our Curriculum

Because we are a small program of about 30 enrolled students at any one time, we have designed our curriculum according to three levels, instead of the traditional five: Beginner, Intermediate and Advanced. We believe that a small 3-level program helps our students learn because the classes are never too small or too large, about 6-15 students. Also, higher level students help our lower level students, and lower level students feel challenged by higher-level students. It's like football: you don't get better by only playing with people who are worse than you. You have to play with people who are worse than you, as good as you, and better than you.

Specifically, our courses are:

Reading 001	Reading 002	Reading 003
Writing 001	Writing 002	Writing 003
Conversation 001	Conversation 002	Conversation 003
Pronunciation 001	Pronunciation 002	Pronunciation 003
Grammar 001	Grammar 002	Grammar 003
Vocabulary 001	Vocabulary 002	Vocabulary 003

Classes run for a 32-week academic year, except for classes at level 003, which last one 16-week semester. Because our courses are differentiated (meaning that students in a course may be of different proficiency levels), our teachers are flexible and make sure that all students' needs are being met.

For this reason, each course's Student Learning Outcomes (SLOs, or the things we want our students to be able to do when they finish a course) are divided into two categories: lower level A-SLOs and higher-level B-SLOs. A student entering an 001 course might already have mastered that course's A-SLOs, so they will be working towards mastery of B-SLOs over a 16-week semester. A lower-level student entering the same course will be working towards mastery of the A-SLOs during that same 16-week semester. At the end of that semester, the higher-level student might move on to 002 if they can show mastery of 80% of the A- and B-SLOs. The lower-level student will stay at that level to complete the next 16-week semester, working toward mastery of the B-SLOs.

This is possible thanks to our teachers' familiarity with differentiated instruction: teachers teach course objectives repeatedly, in different ways, at different levels of difficulty and with different content.

## Summer Courses

We also run a full-time schedule of courses for 8 weeks in the summer. However, this year (2020) we are only able to offer two sections of combined-level courses, which will be online only. These are integrated skills courses, which means a student studies grammar + vocabulary in one course, conversation + pronunciation in a second course, and reading + writing in a third course.

These courses are also theme-based (e.g. film, music, social justice, public speaking, etc.) and so the content is different from our regular 001, 002 and 003 courses. However, students work towards mastery of many of the same Student Learning Outcomes (SLOs) found in the regular curriculum.

Because students who take our summer classes gain 8 extra weeks of English study, it is possible that they may be ready to move up a level sooner than expected. While this is rare, the ELI will review these students' progress reports closely every eight weeks with their instructors. If one of these students has shown mastery of 80% of the SLOs midway through a semester, then they may submit a Change of Level Request Form. These instances will be addressed on a case-by-base basis.

Summer 2020 classes will be split into two sections:

- I. high-beginner to mid-intermediate;
- II. upper-intermediate to advanced.

Students should not feel nervous about taking a class with students that are more, or less, proficient in English than them. ELI administration places returning students into these two sections based on progress reports, teacher recommendations and the Spring semester's final exams. New students will be placed according to Accuplacer results, the interview and the writing sample. Finally, because our faculty are trained and experienced ESL teachers, they will be able to provide enough differentiated (or combined-level) instruction so that every student feels challenged but not overwhelmed.

Please see ELI administration for more information about Summer 2020 courses.

### Progression through the Program

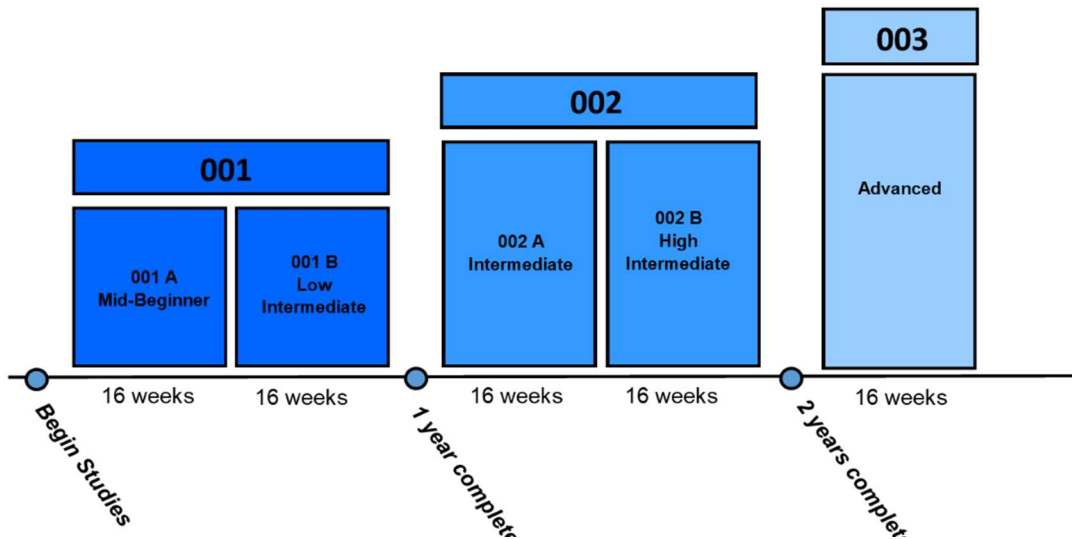


Figure 1: ELI Program Progression Chart

Each skill level (for example, Conversation 001 or Grammar 003) takes two 16-week semesters, or one 32-week academic year, to complete. 003 classes take one 16-week semester. If a student starts at the 001 level and stays at the ELI as a full-time student until completing the 003 level, then it will take 2.5 to years to finish the program. The maximum amount of time a student can study full-time in the program is 3 years.

Some students also study part-time. Depending on the number of classes a student takes, completion of the program as a part-time student will change. The ELI lets a part-time student stay in the program for a maximum of 4.5 years, taking a maximum of four courses per semester.

For a full list of all the SLOs a student is expected to master, please see the student progress reports in the appendix of this handbook. Please see the progression timeline above.

## Achievement Scale

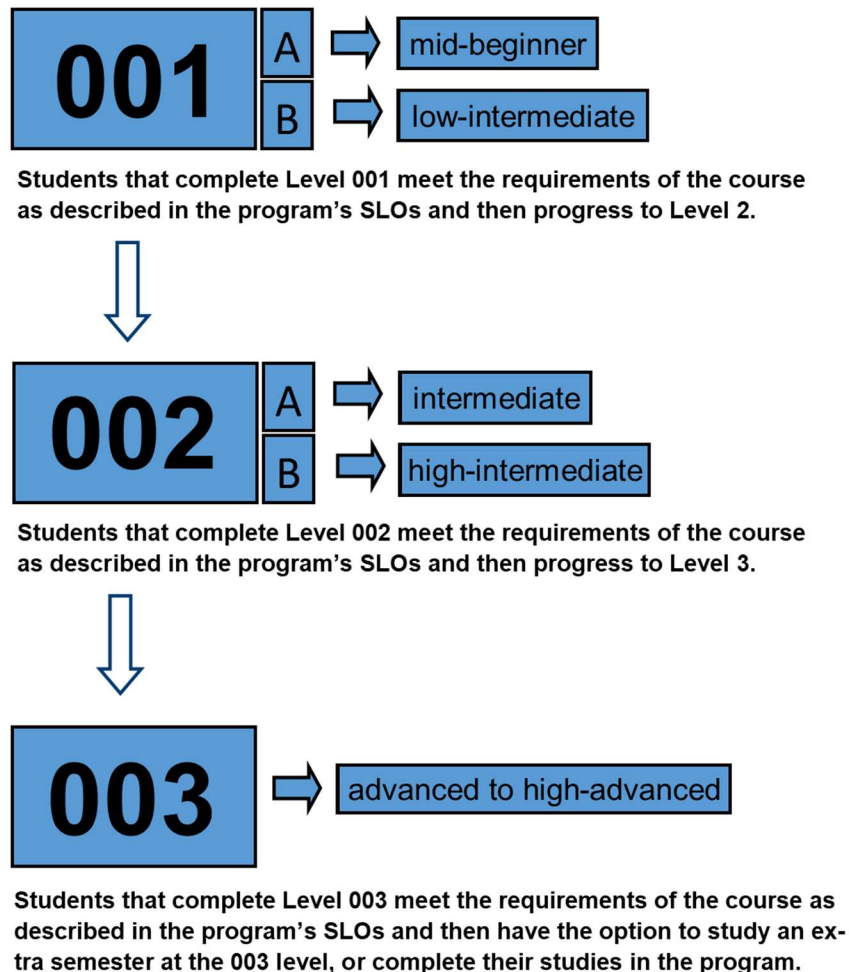


Figure 2: ELI Achievement Scale

The above achievement scale is meant to give the student an idea of their level as they progress through the program. A student will get a better idea of the skills, or SLOs, they need to master in order to achieve 001-A, for instance, or 002-B, if they get to know the SLOs in the student progress reports in the appendix of this handbook.

## Grades

At the ELI, grades are not the only factor in level progression; rather, assessment of SLOs are used to decide level progression. What grades do indicate, however, is a consistent progression, or a lack of progression, towards SLO mastery, because grades are tied to SLOs. If a student doesn't do homework, or doesn't come to class, or comes to class but does not participate, it is difficult for a teacher to properly assess them. Therefore,



even if an absent, neglectful, non-participatory student passes a final assessment such as a final exam, they have not shown a consistent display of SLO mastery and may not move up a level.

For this reason, a student must earn at least a 73% (C) final grade and display 80% mastery of the course's SLOs in order to move up a level. Teachers will base grades on the following: participation, homework, quizzes and informal assessments. Teachers cannot base grades on the following: attendance, personality, stated future goals or in-class attitude. See below for the University's grading system:

A	93-100	Excellent
B+	88-92	Very Good
B	83-92	Good
C+	78-82	Slightly below average, needs further skill practice
C	73-77	Below average, definitely needs further skill practice
D	65-72	Improvement needed, no demonstrated practice of skills, not passing
F	Below 64	Failure, no credit awarded
I	Incomplete	Course not completed due to mitigating circumstances
P	Pass	Satisfactory progress warrants a passing grade

### What Is Mastery?

At the ELI we define "mastery" as the ability to independently perform a Student Learning Outcome. For example, if the SLO is "student can participate in short conversations about things they find interesting," then a student would show their mastery by having a short conversation with a teacher about a topic of their choice and keep the conversation going without any help.

Our teachers repeatedly assess SLOs, and they assess them in many ways, both informally, such as during classroom discussions, or formally, such as with projects, mid-term and final exams. That way the teachers will have a good idea of how well a student can perform an SLO. Every interaction with a teacher, and with classmates in class, is an opportunity for a student to try new skills and show their progression towards mastery.

But mastery doesn't happen overnight. And it doesn't happen without making mistakes. In fact, mistakes are good, because they give teachers, and others, a chance to correct a student's mistakes. That is why it's important to always practice the skills a student learns in class whenever they are outside of class. Mastery takes time and hard work.

This is also why a student's participation is so important. If a student doesn't do the homework or participate in class, or if the student comes late and leaves early too often, then they will not progress very quickly towards mastery. 100% participation is needed for mastery of SLOs!

For a full list of SLOs in student friendly language, please see the Progress Reports, again located at [www.ndm.edu/eli](http://www.ndm.edu/eli) under "Resources for Students."

## ELI Department Policies

### Registration

A student registers when they fill out the ELI's online application and pay the \$190 registration fee. ELI administrators then create a physical student file that includes a student's application, financial guarantee, a copy of his or her I-20 (if they are full-time), contact and emergency contact information, and other forms the student must sign once on campus. Students are also given technology credentials at this time.

### Placement Testing

New students are tested before enrollment using the Accuplacer online ESL exam (reading comprehension, vocabulary, grammar, and listening comprehension). There is also a timed writing sample, and an individual interview.

Returning students are placed into class levels based on two things: mastery of SLOs and their current level. Students can move up to the next level only if:

- they can show mastery of 80% of the course's A- and B-SLOs
- they have finished 16 or 32 weeks at a current level

Students cannot decide which class level is best for them. They will learn the results of their placement test when they get their schedule on the first day of the semester. The schedule shows the levels and classes. It is possible for a student to be in a different level for each class.

Returning students will not generally be re-tested. Their levels will be decided by their previous work, SLO mastery, 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.

### Enrollment

Enrollment happens after placement testing. Once a student has paid their registration fee, they can take the placement test, which must be completed on-site at the ELI in Baltimore. This takes about 1.5 hours and includes a computer-based Accuplacer test, as well as a writing sample and a brief conversation with an ELI administrator. After that, the ELI administrators review the placement test scores and place the student in a class/level (001, 002 or 003). If the student is full-time, they will enroll in six classes. If they are part-time, they will organize their part-time schedule with an ELI administrator, taking a maximum of 4 classes.

The ELI encourages students to begin their studies at the beginning of a semester. However, we understand that students sometimes cannot begin at the beginning of a semester. Therefore, the ELI also admits students mid-way through a semester. These students begin their studies in Week 9 and they will be charged for an 8 week billing period, instead of for 16 weeks.

### Late Admittance and Student Integration

The ELI will consider admitting a student late only between Weeks 1–2 or Weeks 9–10 in a 16-week semester. This is done on a case-by-case/exception basis.

Late incoming students go through the placement and orientation process and begin their program of study on the next scheduled day of classes. Once a student is accepted for late enrollment, we tell our teachers so that they can prepare.

Because our instructors are experienced with an increase of students in the first two weeks, and, to a lesser extent, in the 9<sup>th</sup> and 10<sup>th</sup> weeks of a semester, materials and lessons the new student has missed is made available. However, some SLOs may not be met during the rest of the semester because of missed instruction.

## Attendance

Language teaching and learning in the United States may be very different from what our students have experienced in their home countries. 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 negatively affect a student's rate of progression through the program by slowing down their progression towards mastery of the SLOs. 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 and is tracked every two weeks. **100% attendance is expected.**

### Attendance for F-1 Students

When an F-1 student drops below 80% attendance over the course of two weeks, they will be warned by ELI administration. If the student drops below 80% attendance for a second consecutive two weeks, they will be dismissed from the program and their I-20 and SEVIS record will be terminated, which automatically cancels their F-1 visa. At that point, the student has 15 days to leave the United States.

## Absences

Absences are counted per class period: i.e. one Writing class is one class period; one Conversation class is one class period, etc. It is also the student's responsibility to ask the teacher for missed work. The ELI understands that excused absences might happen, and a student will not be penalized for an excused absence if they show official documentation (doctor's note, court document, official letter, etc.).

An excused absence without documentation can only be approved by the ELI Administration. These are reserved for family and other emergencies. On average, no more than 4 excused absences are allowed per class per semester. Any absences that meet the criteria for an excused absence beyond the 4 will be handled on a case-by-case basis.

A student can make up work if they have missed class or assignments because of circumstances described above. Any alternate policies made by the teacher need to be cleared with the ELI Administration.

## 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 according to their own policy. Some instructors allow students to be 5 minutes late, others 15 minutes late, while some expect students to be early! For visa purposes, being late 3 times will be counted as one absence.

## Final Grade Appeal Process

If a student believes they have been unjustly awarded a final grade because of prejudice or caprice, they may begin the process of appealing their final grade by using the Final Grade Appeal Form. They must fill out the

form and include any documentation that proves their claim. It is important to remember that the burden of proof rests with the student, not the teacher. Once ELI faculty have received the Final Grade Appeal Form and documentation, they will hold interviews with the faculty member and the student.

A copy of the Final Grade Appeal Form is located in the appendix of this handbook.

## **Student Progress Reports**

At the mid-way point and end of each semester, teachers fill out a progress report for each individual student. This report lists all the A-SLOs and B-SLOs for a course and is meant to give a student an idea of their progression. An example is below:

The progress reports include language defining what “awareness,” “imitation,” “dependence” and “independence” means in the ELI. It also includes a place for teachers to write down extra feedback. Students are encouraged to keep these reports, to understand what the SLOs mean and to refer to them frequently as they progress through a course.

Progress reports are located at [www.ndm.edu/eli](http://www.ndm.edu/eli) under “Resources for Students.”

## **Changing Levels and Placement Appeal Policy**

If a student is not happy with their level placement, we ask them to attend two classes in that level at the beginning of a semester before talking with an instructor about changing levels. If, after talking with their instructor, they still want to change their level, they should complete a Level Change 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, which makes the final decision. Students may not move to a different level after the second week of classes.

A sample Level Change Request Form can be found in the appendix of this handbook.

## **Level/Course Repetition**

A student may have to repeat 8 or 16 weeks of a course if they cannot display mastery of 80% of that course’s SLOs. However, a student does not make this decision, and a student also does not decide whether they can progress to the next level. Level repetition, like level progression, is based on the Student Learning Outcomes.

However, teachers evaluate students every 8 weeks using Student Progress Reports. If the student can display mastery of 80% of that course’s SLOs, then the student can progress to the next level for the following semester.

## **Academic Warnings and Probation**

Academic probation is way for administration to follow a student’s academic progress carefully, when a student has not shown an acceptable effort in their studies. A student is put on academic probation for the following reasons.

- Absences/lateness – If a student’s attendance drops below 80% over the course of two weeks, they will be asked to meet with ELI Administration and will be placed on academic probation. As stated above, continued absence will result in the termination of the student’s SEVIS record, or I-20.
- Grades less than “C” in all classes – If a student cannot earn more than a 72% in every one of their classes

- Lack of participation – If a student does not do homework or other class assignments; does not purchase the required textbooks or other required materials; does not participate in class discussions

Once on academic probation, a student must:

- Attend school every day that class is in session;
- Be on time for each class;
- Maintain at least a “C” average in all classes;
- Meet with the ELI administration once a week to review progress;

If a student on academic probation fails to meet these requirements, they will be dismissed from the program. F-1 visa students will meet with the PDSO to discuss consequences of I-20 termination due to failure to maintain status.

### **Requirements for Receiving an ELI Certificate**

The ELI gives Certificates when a student leaves the program. These are not degrees or academic transcripts, and they should not be used when applying to academic programs or to jobs. Our certificates are simply certificates of participation. A student can receive an ELI Certificate if:

1. They earn a grade of “C” or better in all classes.
2. They maintain at least 80% attendance in any given semester.
3. Their account is current (no outstanding financial balances).

### **Record Keeping and Student Files**

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

Upon request, the ELI will provide a student with original copies of their Final Grade Reports, letter of enrollment, or other documents from their 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 the instructor for academic reasons.

### Textbooks

Students are expected to have their textbooks by 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
- Academic probation for lack of participation

### Communication with Instructors and Administrators

The main form of communication on the Notre Dame campus is through e-mail. Every student and faculty member are 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 a student has to miss class, it is their responsibility to contact their instructors as soon as possible to get information about missed assignments. Instructors can be contacted via email or Joule.

## Summary of Program Expectations

### Attendance:

- You must attend 80% for a certificate
- 3 times late = 1 absence
- You must inform teachers of absences in advance when possible

### Lateness:

- Instructor can refuse you entry into the class
- Being late is considered disruptive
- It is also 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:

- Leave assignments without using CDs.
- Watch video clips and complete assignments.
- Listen in during class to students.
- Assign pairs or groups to “telephone” talk during class.
- Project video, dvd, or computer images from the teacher station to the student stations.
- 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 (Jennifer Erdman) and DSOs (Jessica S. Hurtado and Ralph Hubbell) 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](http://www.ndm.edu/student-life/counseling-services).

## **Counseling Services Contact Information**

### **Counseling Center**

Theresa Hall, Room 016  
Phone: 410-532-5384

### **Emergency Contact**

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.

Pricing for on campus housing is available on our website: [www.ndm.edu/eli](http://www.ndm.edu/eli)

### **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.

Pricing for meals is also available on our website: [www.ndm.edu/eli](http://www.ndm.edu/eli)

### **Move-In & Holidays**

Students may move in the weekend before the semester begins, or before the start of the 9<sup>th</sup> week of the semester if they are enrolling mid-way through the semester. They must leave the weekend after their last class 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 semester. 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.

### **Requesting 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](mailto: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](http://inmyarea.com).

- [apartmentguide.com](http://apartmentguide.com)
- [apartmentlist.com](http://apartmentlist.com)
- [apartments.com](http://apartments.com)
- [baltimore.craigslist.org](http://baltimore.craigslist.org)
- [baltimoresun.com](http://baltimoresun.com)
- [abodo.com](http://abodo.com)
- [rent.com](http://rent.com)
- [rentbits.com](http://rentbits.com)
- [zillow.com](http://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 mid/end of semester 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 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](mailto: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.

## PAYMENT policies

### Tuition & Fees

The registration fee and I-20 processing fee are non-refundable payments that must be paid before a student can be registered for classes. The registration fee is charged once per semester. Currently, it is \$195. This fee covers administrative and IT costs, as well as other facilities-related costs.

The ELI charges students according to 8-week billing periods. Tuition must be paid in full by the end of the second week of a billing period. 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 resulting from an outstanding balance will not be excused and will put the student's visa status in danger. The ELI reserves the right to suspend a student from the program if an outstanding balance is not paid after the second week of class. Suspension of the program will then result in termination of a student's I-20.

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

Furthermore, financial obligations must be settled before a student may register for another semester 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, only if they do not have any outstanding balances with the University (parking, 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

ELI students do not need health insurance. However, if you would like to purchase a plan, please talk to Jessica Hurtado or Ralph Hubbell for more information. If you do get a health plan through the school, 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 lets the school 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](http://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](http://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.

## All About Baltimore

### 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/>. Also available is the Charm City Circulator, which operates for free.

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

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

**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.

**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>.

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### Grocery Stores

#### **Aldi**

3601 W. Cold Spring Lane, Baltimore  
903 Taylor Avenue, Towson

#### **Eddies**

6213 N. Charles Street, Baltimore  
3117 St. Paul Street, Baltimore

#### **Giant Food**

6340-50 York Road, Baltimore  
1020 W. 41<sup>st</sup> St, Baltimore

#### **Trader Joe's Towson**

800 Kenilworth Drive, Towson

#### **Whole Foods**

1330 Smith Avenue, Baltimore

#### **MOM's Organic Market**

711 W. 40<sup>th</sup> St, Baltimore

#### **Baltimore Farmers Market**

Every Sunday (at Holliday & Saratoga Streets)

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## International Food Stores

### Asia Food

5224 York Road, Baltimore

### H Mart

800 N. Rolling Road, Catonsville

### Potung Trading

321 Park Avenue, Baltimore

### Thai Philippine Oriental Foods

523 Gorsuch Avenue, Baltimore

### Da-Kao Market

3347 Belair Road, Baltimore

### Bombay Bazaar

1524 W. Pratt Street, Baltimore

### Punjab Groceries

345 E. 33<sup>rd</sup> St, Baltimore

### Delhi Bazaar

10 W. Chestnut Hill Lane, Reisterstown

### Patel Brothers

6504 Baltimore National Pike, Catonsville

### Turkish Family Market

8457 Baltimore National Pike, Ellicott City

### Orchard Market and Café

8815 Orchard Tree Lane, Towson

### Nazar Market

6955 Oakland Mills Rd. A, Columbia

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## 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

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## 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)

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## 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)

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## 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/>

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### **Sports and Recreation**

**NDMU Gator Athletics:** <https://notredamegators.com/index.aspx>

Come cheer on your Gators at home and away games!!

### **Other Colleges and Universities**

Hopkins Blue Jays: <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](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/>



Appendix A: Sample Change of Level Request Form



NOTRE DAME OF MARYLAND UNIVERSITY

ENGLISH LANGUAGE INSTITUTE

CHANGE OF LEVEL REQUEST FORM: PRONUNCIATION 001

(this section to be filled out by the student)

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

Current Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Requested Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

I want to (circle one): move up / move down

I believe I have mastered the following PRO 001 Student Learning Outcomes (check the box ):

PRO 001 A-SLOs

- Understand and practice letter-sound associations (basic phonemes)
- Understand and practice one- and two-syllable word patterns
- Understand and reproduce patterns of intonation for very basic questions
- Begin to clearly pronounce some word-endings, such as s-ending sounds
- Correctly form, pronounce and use contractions (it is = it's) for basic statements and questions

PRO 001 B-SLOs

- Understand and practice chunks or words, linking them together ("Itza" for "it is a")
- Understand and produce syllable stress with newly learned vocabulary
- Understand and correctly produce s-ending sounds
- Begin to use proper intonation for simple yes/no and Wh- questions
- Begin to consistently make letter-sound associations for both vowels and consonants, with errors
- Begin to understand and produce -ed endings
- Use contractions for most common statements

(this section to be filled out by the teacher)

Teacher's Comments: \_\_\_\_\_

Teacher recommendation:  remain in level  change level

Current Teacher's Signature: \_\_\_\_\_

Level change:  approved  denied

Administrator's Signature: \_\_\_\_\_

## Appendix B: Grade Appeal Form



NOTRE DAME OF MARYLAND UNIVERSITY

### ENGLISH LANGUAGE INSTITUTE

#### FINAL GRADE APPEAL FORM

This form should be filled out by ELI students who believe their final grades were awarded unjustly, as a result of prejudice or caprice. The burden of proof rests with the student, who must begin the appeal using this form no more than 30 days after the final grade has been given.

Following the submission of this form, ELI administration will investigate the matter. The ELI will hold interviews with both the faculty member awarding the grade and the student. The student must provide proof in the form of assignments, exams and other graded work during the interview with ELI administration.

Date: \_\_\_\_\_

Student Name (Please Print): \_\_\_\_\_

Signature: \_\_\_\_\_

ID: \_\_\_\_\_

Course: \_\_\_\_\_;

Semester and Year Course was Taken: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Briefly state reason for appeal: \_\_\_\_\_

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The appeal must (1) state specific reasons for the appeal and give examples of faculty prejudice or caprice and (2) show that prejudice or caprice affected the awarding of the final course grade. The student is encouraged to write a letter and include it with this appeal.

All supporting documentation must be included with the appeal. If you have any questions about the grade appeal process or the policy, please refer to the ELI Student Handbook.

Submit this form and all supporting documentation to the Director of Assistant Director of the ELI.

Students should keep a copy of this form and all documentation and attachments for their records.

Appeal Form Received by: Name: \_\_\_\_\_; Date: \_\_\_\_\_

## Appendix C: ELI Academic Calendar: 2020-2021

<b>DATE</b>	<b>EVENT</b>
<b>August 17, 2020:</b>	<b>ELI Fall New-Student Orientation</b>
<b>August 24, 2020:</b>	<b>First Half of ELI Fall semester begins</b>
<b>October 12, 2020:</b>	<b>ELI Fall mid-point New-Student Orientation</b>
<b>October 16, 2020:</b>	<b>First Half of ELI Fall semester ends</b>
<b>October 19, 2020:</b>	<b>Second Half of ELI Fall semester begins</b>
<b>December 11, 2020:</b>	<b>Second Half of ELI Fall semester ends</b>
<b>January 11, 2021:</b>	<b>ELI Spring New-Student Orientation</b>
<b>January 19, 2021:</b>	<b>First Half of ELI Spring semester begins</b>
<b>March 12, 2021:</b>	<b>First Half of ELI Spring semester ends</b>
<b>March 15, 2021:</b>	<b>ELI Spring mid-point New-Student Orientation</b>
<b>March 15-19, 2021:</b>	<b>Spring Break</b>
<b>March 22, 2021:</b>	<b>Second Half of ELI Spring semester begins</b>
<b>May 14, 2021:</b>	<b>Second Half of ELI Spring semester ends</b>
<b>June 1, 2021:</b>	<b>ELI Summer New-Student Orientation</b>
<b>June 7, 2021:</b>	<b>ELI Summer session begins</b>
<b>July 30, 2021:</b>	<b>ELI Summer session ends</b>

## Appendix D: Student Progress Reports

### English Language Institute Student Progress Report

Course: <b>Grammar</b>	Level: 001	Session:	Date:
Student:		Instructor:	

001-A Student Learning Outcomes:	awareness	imitation	dependence	independence
Begin to use simple present, simple past and present progressive in spoken/written, positive/negative statements and questions				
Correctly order words when using basic grammar in statements and questions in speaking and writing				
Regularly use contractions, possessives and plurals in both speaking and writing				
Understand and use the right subject/object pronouns and simple prepositions (to, in, on) in speaking and writing				
Understand and use simple frequency adverbs (later, before, then) in speaking and writing				
Understand and begin to use basic conjunctions (but, and) to make compound sentences in speaking and writing				
Begin to use articles (a, an, the) in speaking and writing, with errors				
Understand and correctly use demonstrative adjectives and pronouns (then, there, this, that) in speaking and writing				
Understand and use <i>there is/there are</i> in speaking and writing often				
Begin to use basic modal auxiliary verbs (can, will or should) with errors				
Understand and use the basic grammatical terms (noun, adjective, clause)				

001-A Student Learning Outcomes:	awareness	imitation	dependence	independence
Consistently, and with control, use simple present/past and present progressive in spoken/written, positive/negative				
Correctly order words consistently when using basic grammar in statements and questions in speaking and writing				
Use adverbs and prepositions more frequently in speaking and writing				
Use basic compound sentences in speaking and writing more frequently				
Use the simple future tense with affirmative/negative statements and questions in speaking and writing				
Begin to use the present perfect tense, especially in common expressions (e.g. "I haven't eaten.")				

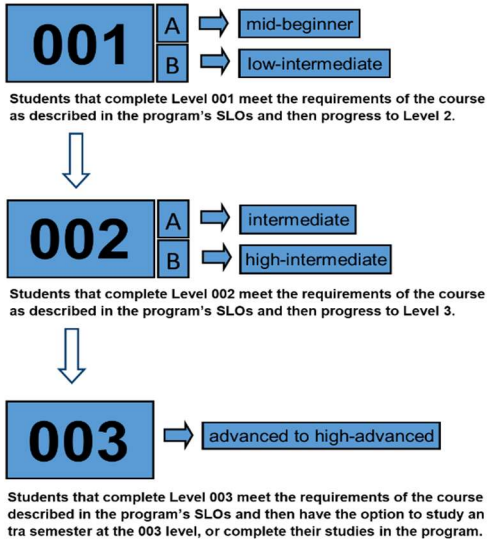
Use simple modals in positive/negative statements and questions more frequently				
Begin to use gerunds and infinitives (running vs. to run) with positive/negative statements and questions in speaking and				
Begin to use comparative and superlative adjectives (good, better, best) in speaking and writing				

<b>Additional Teacher Comments/Feedback:</b>	<b>Grade:</b>	<b>Attendance:</b> +80% Y / N

**awareness** = You watch Mom make a cake, ask questions and get explanations;  
**imitation** = Your hand is on Mom's hand as she works. You follow her, get little jobs and try to be like her;  
**dependence** = Mom is following you, standing over your shoulder. As you practice more, she moves away;  
**independence**: It's your cake now. Mom could help you perfect it, but it's your decision.



## ELI Achievement Scale



## Acknowledgement of Receipt



NOTRE DAME OF MARYLAND UNIVERSITY

### ENGLISH LANGUAGE INSTITUTE

(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: \_\_\_\_\_