

ENGLISH LANGUAGE INSTITUTE  
THE UNIVERSITY OF ALABAMA

**STUDENT HANDBOOK**  
**INTENSIVE ENGLISH PROGRAM**

(August 12, 2021)

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# ENGLISH LANGUAGE INSTITUTE THE UNIVERSITY OF ALABAMA

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## MISSION STATEMENT

The English Language Institute (ELI) was established by The University of Alabama in January of 1982 to offer English-language training and cultural orientation to nonnative speakers of English, including international students, professionals, faculty, and graduate teaching assistants. The stated mission of the English Language Institute is *to provide top quality instruction in ESOL (English to Speakers of Other Languages) while providing students with orientation to US culture.*

Through its array of programs, including the Intensive English Program, the International Teaching Assistant Program, the Academic Support Program, and various customized group programs, the ELI seeks to accomplish the following specific goals:

- To teach ESOL to students enrolled in ELI programs;
- To provide students with the cultural knowledge and awareness which they will need to function satisfactorily, both academically and socially, in the United States;
- To provide students who are studying English for academic purposes with both academic and practical skills and strategies that will help them to be successful in their undergraduate or graduate studies;
- To provide appropriate ESOL instruction for matriculated international students at UA who participate in the ELI's Academic Support Program;
- To ensure that international students who serve as graduate teaching assistants and provide undergraduate instruction at UA have adequate proficiency in English and sufficient knowledge of US culture to work effectively with undergraduate students;
- To inform students enrolled in ELI programs about options and opportunities for academic study at The University of Alabama and encourage them to consider applying for admission;
- To recruit international students for ELI and UA instructional programs and serve as a gateway for their entry onto the UA campus;
- To facilitate the academic, cultural, and social integration of international students into the UA community and thus provide opportunities and encouragement for cross-cultural encounters and global understanding;
- To serve as a resource for international education to the faculty, staff, and students of The University of Alabama; and,
- To encourage ELI students, as citizens of the world, to learn to respect and appreciate countries and cultures different from their own and therefore play a role in promoting peace and understanding in the world.

## CAPSTONE INTERNATIONAL CENTER (CIC)

The English Language Institute is one of three units (the other two being International Academic Programs and International Services) that comprise UA's Capstone International Center (CIC). The Director of the ELI reports to the Executive Director of the CIC, who also serves as the Associate Provost for International Education & Global Outreach at UA.

The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama's international efforts both on campus and throughout the state and world. The Center, comprised of Education Abroad, International Services, and the English Language Institute, coordinates the University's international endeavors, facilitates the development of a campus-wide global perspective, and supports students, faculty, and staff in global outreach, teaching, and research. The Capstone International Center welcomes all students, staff, faculty, and visitors.

## INTENSIVE ENGLISH PROGRAM: CLASSES and LEVELS

The ELI's Intensive English Program (IEP) consists of 6 proficiency levels that are offered throughout 6 sessions per year. Sessions begin in January, March, May, June, August, and October, last 6-8 weeks (8 weeks in fall and spring, 6 weeks in summer), and offer full-time students a minimum of 150 class hours of instruction (20-24 hours per week in fall/spring sessions and 27 hours per week in summer sessions).

<u>Class Title</u>	<u>Class Hours*</u>	<u>Course Type</u>	<u>Eligible Levels</u>
Reading/Writing	9 hours/week	required core	Levels 1 – 6
Speaking/Listening	6 hours/week	required core	Levels 1 – 6
Structure	5 hours/week	required core	Levels 1 – 6
Elective classes	5 hours/week	elective	Levels 4 – 6
Workshops	2 hours/week	optional	Levels 3 – 6
Culturally Speaking**	2 hours/week	optional	Levels 2 – 6

\* Class hours per week listed are for fall and spring sessions; actual summer session hours per week are higher, although the total number of class hours in each session is the same.

\*\* Culturally Speaking is only offered during fall and spring sessions; it is not available during summer sessions.

**Core Classes:** Full-time students typically register for the appropriate level of each core class (Reading/Writing, Speaking/Listening, Structure) upon enrollment in the ELI's Intensive English Program (IEP). Students must complete the core classes of Reading/Writing, Speaking/Listening, and Structure with a satisfactory grade point average (GPA) in Levels 4-6 in order to earn the ELI Certificate of Proficiency. (See Appendix 3 for more information.) Students who choose to substitute elective classes for core classes may not substitute for the same core class for two consecutive sessions.

**Elective Classes:** Students who meet the designated criteria to take elective classes may choose to substitute them for core classes (without paying extra tuition) or to take them in addition to core classes (by paying extra tuition). Elective classes, however, do not serve as substitutes for required core classes in terms of earning an ELI Certificate of Proficiency or Completion. Most elective classes assign final grades that count toward each student's ELI GPA.

**Workshops:** Workshops are non-graded courses that typically focus on test preparation, pronunciation, and spelling. The ELI offers test-prep courses for the iBT TOEFL, IELTS, and the GRE.

**Culturally Speaking:** Culturally Speaking is offered each fall and spring session at no extra charge to students in Levels 2 – 6. Enrollment in Culturally Speaking is optional, but attendance is required if a student enrolls.

**Seminars:** Seminars, which are offered on several Fridays of each session, are optional and free of charge to all students enrolled in the IEP. Anyone who is not enrolled in the IEP but wishes to participate is charged \$25 per seminar.

### LENGTH OF PROGRAM

The IEP is designed so that students can complete the entire program of study—Level 1 through Level 6—in six consecutive sessions over a one-year period of time. Even though it is possible to complete the entire program of study in 12 months, many students need more than one session to acquire and process new language skills and advance from level to level. In other words, the program recognizes that some students will need to repeat some levels. Therefore, students are allowed a range of 12 – 24 months to complete the entire program of study.



## INTENSIVE ENGLISH PROGRAM (IEP): COURSE DESCRIPTIONS

### CORE IEP COURSES (offered every session)

#### Reading/Writing (9 hours/week, M-F or M-R)

The Reading/Writing (RW) curriculum is designed to provide students with both the skills and the practice that is necessary for them to develop satisfactory reading and writing skills in English and eventually to function successfully in US university courses where extensive academic reading and essay writing are required. Students will acquire new vocabulary and develop effective reading strategies for different types of tests. Working on closely related reading and writing assignments, students will develop proficiency in understanding what they read and in thinking, drafting, and revising their own ideas in writing by working through the writing process with input from their teachers and classmates.

#### Speaking/Listening (6 hours/week, M-F)

The main objectives of Speaking/Listening (SL) are to provide students the opportunity to improve their listening and speaking skills in English as well as to gain confidence in using these skills. Students learn and practice appropriate skills in conversation management, receive instruction regarding problem areas in pronunciation, and learn appropriate vocabulary. These objectives are accomplished by means of a variety of classroom activities that focus on everyday situations that students are likely to encounter as they adjust to life in the US.

#### Structure (5 hours/week, M-R)

The main objective of Structure (ST) is to provide students with the basic grammatical structures that they will need in order to communicate effectively in English in all four skill areas. The emphasis of each structure course is clearly on communication, both comprehension (listening and reading) and production (speaking and writing).

### ELECTIVE CLASSES (typically offered rotationally)

- *English + Business*
- *English + Engineering*
- *English + Hospitality Management*

### WORKSHOPS (typically offered rotationally)

- *Pronunciation*
- *Spelling*
- *iBT TOEFL Prep*
- *IELTS Prep*
- *GRE Prep*

### CULTURALLY SPEAKING (offered fall/spring)

Culturally Speaking (CS) is a conversation class in which ELI students meet with UA students 2 hours per week for conversation about cultural topics. Registration in CS is optional, but attendance is required of all students who choose to register for CS. Poor attendance in CS will affect whether students receive the ELI Certificate of Attendance and/or are placed on Attendance Probation. CS is only offered during the fall and spring sessions; it is not offered during summer sessions.

### SEMINARS (offered various weeks each session)

ELI Seminars are offered on several Fridays of each IEP session. These seminars are optional and free of charge to students enrolled in the IEP. A schedule of the seminars offered each session is available at the beginning of the session, and students who wish to attend a particular seminar should register in the ELI office by 3:00 pm on the Thursday before the seminar.

## CLASS SCHEDULES

New full-time students in the ELI's Intensive English Program (IEP) take a minimum of 20 class hours\* per week of required core courses and/or electives (at least 150 total hours of instruction) each session. Students who enroll in *Culturally Speaking* may add 2 additional class hours per week to their schedule, except during summer sessions when *Culturally Speaking* is not offered. Up to 32 additional hours of instruction per session are available to students through workshops and seminars.

Two different class schedules are followed in the IEP: the Fall/Spring schedule (8 weeks per session) and the Summer schedule (6 weeks per session). The same total number of instructional class hours is provided by both schedules.

### CLASS SCHEDULE: Fall/Spring Sessions

#### Speaking/Listening

11:00 – 12:00 M-F

#### Reading/Writing

9:00 – 10:50 MWF and 9:30 – 10:45 TR

#### Structure

1:00 - 1:50 MW and 1:00 – 2:15 TR

#### Elective Classes\*

(Class times vary.)

#### Workshops\*\*

2:30 – 3:20 TR

#### Culturally Speaking

2:00 – 2:50 MW

### CLASS SCHEDULE: Summer Sessions

#### Speaking/Listening

9:00 – 10:20 M-F

#### Reading/Writing

10:35 – 12:45 M-F

#### Structure

1:45 – 3:15 M-R

#### Elective Classes\*

(Class times vary.)

#### Workshops\*\*

8:00 – 8:50 MW

OR

8:00 – 8:50 TR

3:30 – 4:20 TR

\* Students may choose to substitute elective classes for core classes.

\*\* Students may choose to substitute elective classes for core classes.

\* Students may choose to substitute elective classes for core classes.

## PLACEMENT PROCEDURES: NEW STUDENTS

### PLACEMENT EXAM

Typically on the first day of each session all new students in the Intensive English Program take the ELI Placement Exam, which consists of three written tests (Reading, Writing, Grammar) and an oral interview (Listening, Speaking). Note: Some students may also take an online placement exam before arrival.

The results of the Placement Exam are used to determine the appropriate level of study, from Level 2 to Level 6, for each student in three core classes: *Reading/Writing*, *Speaking/Listening*, and *Structure*. Students can be placed into different levels for each class, but students are seldom placed more than one level apart.

Two 30-minute tests are used to place students into the *Reading/Writing* class – a Reading test and a Writing test. On the Reading test, students read short passages and then answer multiple-choice questions related to the passages. Passages and questions progress in level of difficulty from beginning to intermediate to advanced, and the more correct answers student have, the higher their placement level. For the Writing test, students compose a written response to a given question or topic. Student responses are evaluated by two or three different ELI teachers to determine their writing proficiency in terms of ELI levels. The combined results of both the Reading test and the Writing test are used to decide each student's final placement level in the *Reading/Writing* class.

Another 30-minute test is used to place students into the *Structure* class. For the Structure test, students answer multiple-choice questions that focus on the grammatical structure of English and correspond to the items covered in the *Structure* curriculum. The questions progress in level of difficulty from beginning to intermediate to advanced; the more correct answers students have, the higher their placement level in *Structure*.

For placement into the *Speaking/Listening* class, each student participates in an individual oral interview with two ELI teachers and, based on this interview, is placed into the appropriate proficiency level for the *Speaking/Listening* class.

### REPLACEMENT EXAM

During the first day of classes, teachers informally evaluate whether new students in their classes have been placed into the appropriate levels. If a teacher or the student believes that the student has been placed in a level which is too low, the student is encouraged to take the Replacement Exam, which is administered on the afternoon of the first day of classes.\*

Students may choose to take the Replacement Exam for one, two, or all three of their core classes. Just like

the Placement Exam, the Replacement Exam consists of three written tests (reading, writing, structure) and an oral interview (speaking/listening). However, unlike the Placement Exam, for reading and structure the Replacement Exam consists of level-specific tests that cover the same content as the final exams for each particular level. Depending on the test results for each test taken, students will either remain in the same levels or be placed in lower or higher levels for the appropriate core classes. On the two objective tests (Reading and Structure), students must obtain a minimum score of 80% to be placed in a higher level.

If a teacher or the student believes that the student has been initially placed in a level which is too high, the student is encouraged to speak to the ELI Curriculum Coordinator by noon of the 2<sup>nd</sup> day of classes in order to request placement in a lower level.

The Replacement Exam is offered only once per session—on the afternoon of the first day of classes. New students who miss the Replacement Exam will be not be able to take it at a later time.

\* From time to time, the Replacement Exam may be administered in class to all ELI students for test calibration purposes.

## PLACEMENT PROCEDURES: CONTINUING STUDENTS

Students who continue studying in the Intensive English Program from one session to the next are assigned a level for each of their classes based on their grades from the previous session. (See the “Grading System” section in this handbook.) Continuing students are allowed to take the Replacement Exam for a particular class only if they achieved a grade of “A+” in that skill area the previous session. For example, a student who made an “A+” in *Structure 2* the previous session may choose to take the Replacement Exam for *Structure 3*. Should the test results be satisfactory, the student will be allowed to skip *Structure 3* and enroll in *Structure 4*.

Students who miss one session of enrollment in the IEP are normally placed into classes based on the grades from their last complete session of study at the ELI. However, such students may choose to take the Replacement Exam for one or more of their classes and demonstrate that they are ready for placement in the next highest level for a particular class. In such cases, the Replacement Exam must be taken at 8:30 am of the first day of the new session (during the Placement Exam for new students).

Students who do not enroll in the IEP for a period of two or more consecutive sessions will be retested as new students and placed into classes on the basis of their Placement Exam scores rather than on the basis of their previous levels and grades.

**STUDENT LEARNING OUTCOMES**

“Student learning outcomes” indicate what students are able to do at the end of an instructional course. The outcomes listed below come from the ELI’s IEP Curriculum, which is the written plan of study for ELI students that teachers follow when they are planning and teaching your classes.

Student learning outcomes for IEP core courses are listed below.

**Reading/Writing**

At the end of each level of IEP *Reading/Writing* classes, students will be able to do the following:

1	<ul style="list-style-type: none"> <li>• <b>Read and understand the main ideas and details of short, simple readings of approximately 200-300 words</b></li> <li>• <b>Write 15-20 simple sentences on a topic</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand straightforward texts of multiple paragraphs (300-400 words)</li> <li>• <b>Write</b> a unified paragraph of 12 or more sentences (150-200 words)</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand moderately complex, multi-paragraph texts (400-600 words)</li> <li>• <b>Write</b> a basic four-paragraph essay (350-450 words) on a single topic</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand complex multi-page texts (600-800 words)</li> <li>• <b>Write</b> a basic five-paragraph essay of (500-700 words)</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand unsimplified academic texts of multiple pages (800-1000 words)</li> <li>• <b>Write</b> essays (800-1000 words) using varied rhetorical modes and varied organization and transition techniques</li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand unadapted academic literature of multiple pages (1000-1200 words) from a variety of fields</li> <li>• <b>Write</b> essays (1100-1200+ words) that go beyond the five-paragraph model and incorporate citations</li> </ul>

**Speaking/Listening**

At the end of each level of IEP *Speaking/Listening* classes, students will be able to do the following:

1	<ul style="list-style-type: none"> <li>• <b>Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities; use some of the basic grammar in ST 1, especially the verb “BE”</b></li> <li>• <b>Listen to and understand simple, slow speech about personal information, basic everyday topics, and things in the immediate context when it contains familiar vocabulary and is frequently repeated</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Speak</b> in simple conversations in routine social situations and talk about things not in the immediate context; use the basic grammar of ST 1, especially the simple present verb tense</li> <li>• <b>Listen</b> to and understand simple conversations in routine social situations and known contexts when they contain both familiar and unfamiliar vocabulary and are spoken slowly with repetition</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Speak</b> and express simple ideas and opinions on a variety of topics, including unfamiliar ones; use the basic grammar of ST 1 and ST 2, especially the simple past</li> <li>• <b>Listen</b> to and understand informal conversation and short talks that contain some unfamiliar vocabulary and are spoken with repetition and/or slow speech</li> </ul>

4	<ul style="list-style-type: none"> <li>• <b>Speak</b> and support opinions in extended discussions on somewhat complex issues; use the grammatical structures of ST 1, ST 2, and ST 3, especially verb tenses, effectively but with limited control of complex grammar</li> <li>• <b>Listen</b> to and understand conversation on both familiar and unfamiliar topics, including short academic lectures, when spoken at near-normal conversational rate and with occasional repetition</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Speak</b> and express ideas in extended formal and informal conversation on complex issues; use the basic grammar of ST 1, ST 2, ST 3, and the more complex grammar of ST 4, especially time clauses and passive voice</li> <li>• <b>Listen</b> to and understand both face-to-face and adapted conversation at near-normal speech with some repetition</li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Speak</b> fluently with little or no hesitation in formal and informal conversations on practical or academic topics; use a wide range of vocabulary and complex grammar, including from ST 4 and ST 5, especially noun and adjective clauses</li> <li>• <b>Listen</b> to and understand complex discourse, including academic lectures, which is spoken at the normal rate of speech without much rephrasing or rewording</li> </ul>

### **Structure**

At the end of each level of IEP *Structure* classes, students will be able to understand and use the following:

1	<ul style="list-style-type: none"> <li>• Verb “BE”</li> <li>• simple present</li> <li>• present progressive</li> <li>• nouns and pronouns--singular/plural, count/non-count, subjects/objects</li> </ul>
2	<ul style="list-style-type: none"> <li>• simple past</li> <li>• past progressive</li> <li>• future</li> <li>• nouns and pronouns-irregular, possessive</li> <li>• comparatives/superlatives</li> </ul>
3	<ul style="list-style-type: none"> <li>• present perfect</li> <li>• past perfect</li> <li>• future perfect</li> <li>• modals-ability, possibility, advice, necessity</li> <li>• nouns and articles-expressions of quantity, definite vs indefinite</li> </ul>
4	<ul style="list-style-type: none"> <li>• adverb clauses of time</li> <li>• passive voice</li> <li>• modals-past and progressive</li> <li>• subject-verb agreement</li> </ul>
5	<ul style="list-style-type: none"> <li>• noun clauses</li> <li>• adjective clauses and phrases</li> <li>• gerunds and infinitives</li> </ul>
6	<ul style="list-style-type: none"> <li>• coordinating conjunctions-parallel structures</li> <li>• adverb clauses and phrases</li> <li>• connectives expressing cause/effect, contrast</li> <li>• conditions and wishes</li> </ul>

## GRADING & TESTING

In order to pass a class and advance to the next level, students must meet the learning outcomes of the class with 70% proficiency. A student's ability to meet the learning outcomes is evaluated using a variety of sources, depending on the class. It is important to remember that grades only reflect the student's ability to meet the learning outcomes; effort, attendance, and attitude, while important, are not part of the student's grade. Student grades are determined as follows:

### Reading/Writing

*Reading/Writing* final course grades are the average of the reading and writing scores for the session as shown below. Please note that your grade must be at least 70% in each skill area in order to advance to the next level.

READING = 50% of the final grade	WRITING = 50% of the final grade
<p>35% – Midterm Exam (standardized exam)            35% – Final Exam (standardized exam)            30% – Other (3-4 items)</p> <p><i>Examples</i> of “other” assessments:</p> <ul style="list-style-type: none"> <li>• a vocabulary quiz</li> <li>• a skimming quiz</li> <li>• a presentation of new vocabulary from an ELI Student Library book</li> <li>• a stem/affix quiz</li> <li>• a grade on a homework scanning exercise from the class textbook</li> <li>• a summary of a class reading</li> </ul>	<p>70% – Papers</p> <p>Papers are written works produced by following the writing process—brainstorming and writing multiple drafts, with feedback from peers and conferencing with the instructor.</p> <ul style="list-style-type: none"> <li>• <i>Level 2:</i> 4 One-paragraph texts</li> <li>• <i>Level 3:</i> 2 Four-paragraph texts</li> <li>• <i>Level 4:</i> 2 Five-paragraph essays</li> <li>• <i>Level 5:</i> 2 Five-paragraph essays (argument and compare/contrast)</li> <li>• <i>Level 6:</i> 2 Essays of six or more paragraphs (cause/effect and argument supported with sources)</li> </ul> <p>30% – Other (3-4 items)</p> <p><i>Examples</i> of “other” assessments:</p> <ul style="list-style-type: none"> <li>• a spelling quiz</li> <li>• an in-class written summary of a book from the ELI Student Library</li> <li>• an exercise on sentence structure, paragraph structure, or essay structure</li> <li>• an exercise on transitions</li> </ul>

**Speaking/Listening**

*Speaking/Listening* final course grades are a compilation of the speaking & listening scores throughout the session, as shown below. Note that the grade must be at least 70% in each skill area in order to advance to the next level.

<b>SPEAKING (all activities equally weighted)</b>	<b>LISTENING</b>
<b>Levels 1-3: 70%</b>	<b>Levels 1-3: 30%</b>
4 activities demonstrating communicative competence through conversation management skills or presentations	5 standardized assessments demonstrating listening comprehension and sociolinguistic competence through non-oral feedback channels (lowest score dropped)  1 other listening assessment
<b>Level 4: 50%</b>	<b>Level 4: 50%</b>
4 activities demonstrating communicative competence through conversation management skills or presentations	4 standardized assessments demonstrating listening comprehension and sociolinguistic competence through non-oral feedback channels  1-2 other listening assessments
<b>Levels 5-6: 50%</b>	<b>Levels 5-6: 50%</b>
3 activities demonstrating communicative competence through conversation management skills or presentations	4 standardized assessments demonstrating listening comprehension and sociolinguistic competence through non-oral feedback channels  1-2 other listening assessments
<b>Examples</b> of activities	<b>Examples</b> of activities
<ul style="list-style-type: none"> <li>• In-class planned or impromptu presentation</li> <li>• Oral report based on outside sources</li> <li>• Interview</li> <li>• Information-gap conversation</li> <li>• Creative role play</li> <li>• Group discussion (participate, lead)</li> <li>• Team debate</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz at variable times after listening to level-appropriate material</li> <li>• TPR role play</li> <li>• Note-taking based on lectures, presentations or discussions</li> <li>• Written summary using notes taken during listening</li> <li>• Cloze activity</li> <li>• Peer evaluation of a presentation</li> </ul>

**Structure**

*Structure* final course grades are determined as shown below for Levels 1-5. Students who receive a final course grade of 76% or higher automatically progress to the next level. Students whose final grade is 70%-75% must pass the final exam in order to progress to the next level.

<b>LEVELS 2 – 6</b>		
Graded Activities and Quizzes	35% (7% each)	One Listening Activity One Writing Activity One Speaking Activity Two Objective Quizzes
Midterm Exam	30%	Grammar taught until midsession
Final Exam	35%	Comprehensive

## GRADING SYSTEM

The English Language Institute uses the same grading system used by The University of Alabama. The grading system is based on a 4.0-point scale for most core classes and *Pass* or *Fail* for all other classes.

A+	= 4.33	Excellent	(ready for next level)
A	= 4.00	Excellent	(ready for next level)
A-	= 3.67	Excellent	(ready for next level)
B+	= 3.33	Good	(ready for next level)
B	= 3.00	Good	(ready for next level)
B-	= 2.67	Good	(ready for next level)
C+	= 2.33	Okay	(can request to repeat level)
C	= 2.00	Okay	(can request to repeat level)
C-	= 1.67	Okay	(can request to repeat level)
-----			
D+	= 1.33	Poor	(must repeat level)
D	= 1.00	Poor	(must repeat level)
D-	= 0.67	Poor	(must repeat level)
F	= 0	Failure	(must repeat level)

Grades are rounded to the nearest tenth in order to determine a student's GPA (grade point average).

Normally, each student receives a grade for each class. Teachers explain the grading procedures to the students on the first or second day of classes each session. Once grades are submitted to the ELI office, they are final and cannot be changed solely by teachers. Grades of "A" or "B" mean that the student is ready for the next level in that skill area. A grade of "C" means that the student is ready for the next level but may request permission to repeat the class. Grades of "D" or "F" mean that the student needs more time with that particular skill area and level and must repeat the class.

Students who enroll in the IEP for a half session do not receive grades. If these students continue to study in the IEP the following session, they will be treated as new students and placed into classes based on the results of the ELI Placement Exam.

## FINAL GRADES

After teachers have submitted final grades, ELI students can view their final grades by logging on to their "My Bama" account.

Students are encouraged to meet individually with their teachers during the designated *Student-Teacher Conferences* time on the last day of the session. During this final conference time, students can discuss their grades and their overall progress with their teachers. If students want to discuss their grades and progress

with their teachers, then it is important that they do so during the designated *Student-Teacher Conferences* time, as teachers may not be available to discuss grades with students at other times once the session has ended.

As stated above, once ELI teachers have submitted final grades to the ELI office, these grades are considered final and cannot be changed solely by teachers. Students may choose to appeal final grades by following ELI procedures for "Grade Appeals."

## GRADE APPEALS

If, after talking with the teacher during end-of-session student-teacher conferences, a student feels that a final grade is inaccurate, the student must complete a Grade Appeal Form and submit it to the Associate Director, who will forward the request to an Appeals Committee. The committee will review the case and decide whether or not to change the grade. The student may request to meet with the committee in person, but only before a decision on the appeal is made. The Associate Director will inform the student of the committee's final decision.

Grade Appeal Forms are available on the ELI website each session beginning on the last day of classes until 2:00 pm on the day after the session ends. Students who wish to file grade appeals must do so before 2:00 pm on this day.

## HOW TO SUCCEED IN YOUR CLASSES

- Attend every day.
- Don't be late.
- Pay attention; be active in class.
- Have a positive attitude.
- Don't be shy; take chances. Don't be afraid to make mistakes as you use English.
- Participate in class and group discussions.
- Do the homework and hand it in on time.
- Ask your teacher questions when you are confused or don't understand.
- Take notes in class.
- Study every day; don't wait until the last minute to study for a test.

## GRADE & PROFICIENCY SCALE

Students have access to their grades via their *Blackboard* and *MyBama* account. Students may also request an official transcript of their ELI grades and progress from the Office of the University Registrar



in the Student Services Building. See Appendix 1 of this handbook for a copy of the ELI Proficiency Scale.

## ACADEMIC POLICIES

- a) **COURSE POLICY STATEMENTS:** On the 1<sup>st</sup> or 2<sup>nd</sup> class day, students will receive from their teachers a written course policy statement listing learning outcomes, class requirements, and grading procedures.
- b) **TEXTBOOKS:** Teachers will inform their students of the required textbooks for each of their ELI classes on the 1<sup>st</sup> day of class, and students must bring their own copies of the textbooks with them to class by the 3<sup>rd</sup> day of classes. Students who do not bring their textbooks with them by the 3<sup>rd</sup> day of classes will be counted absent.
- c) **NORMAL PROGRESS:** Students are expected to make “normal/satisfactory progress” in their classes in each session of enrollment. This means that a student who begins in Level 2 should be able to complete the entire program (Levels 2-6) in one year (5 sessions).

While normal/satisfactory progress is generally defined as passing each class each session with a grade of C- or higher, the ELI recognizes that the rate of progress can be different from student to student and that some students may need more time to complete the program. For example, some students will find that they need to take some classes twice before they can pass.

- d) **STRONG EFFORT:** Students are expected to show strong effort and do their best in ELI classes each session.
- e) **LACK OF PROGRESS:** Students who do not have a passing grade (C- or higher) at midterm are required to meet with their teacher to discuss their lack of progress.

When students do not earn a passing final grade and therefore must repeat one or more classes, their teachers provide the ELI office with a “Lack of Progress” report on these students to indicate why they did not pass the class.

Students who receive failing grades because they do not attend class regularly or do not complete class assignments, or because they intend to fail

in order to prolong their stay at the ELI, may be placed on Academic Probation or dismissed from the ELI. Students who do not pass or make good progress, but who do show good effort, are sometimes assigned “Targeted Tutoring.” Students who are assigned Targeted Tutoring meet with their tutor regularly during the following session for instructional tutoring.

- f) **ACADEMIC PROBATION:** Students may be placed on Academic Probation at the beginning of an IEP session if, during their most recent session, they (a) earned grades of F in all classes in which they were enrolled, or (b) are required to repeat a single class more than one time.

In order to help students on Academic Probation succeed in their classes, the ELI may provide them with special tutoring assignments in the ELI Study Center. Academic Probation students are expected to take advantage of these assignments and work hard to pass their classes.

Students are typically removed from Academic Probation when they are not required to repeat any classes for the second time (i.e., they are not required to take a class for the third time).

- g) **ACADEMIC DISMISSAL:** Students may receive Academic Dismissal from the ELI if they (a) are on Academic Probation, **and** (b) do not pass a class after repeating it for the second time (i.e., taking it three times), or (c) earn grades of F in all three classes for the second consecutive session.

***Important:*** *Being dismissed can negatively affect a student's visa status.*

- h) **REPEATING CLASSES:**
1. Students who initially earn a final grade of A or B may not retake the class, whereas students who initially earn a final grade of D or F must repeat the class.
  2. Students who initially earn a final grade of C may request permission to retake the class once. This request must be made prior to the designated deadline at the end of that same session. Students who voluntarily repeat a class may not repeat the class again, no matter what grade they earn.

Students who earn an ELI Certificate of Completion but who want to repeat eligible courses in Level 6 must do so during the very next ELI session.

Due to student-visa regulations, in some cases it may not be possible for students to repeat a class that they have passed with a C. Please check with the ELI office.

3. Continuing students may not repeat lower level classes. For example, once students have passed *Structure 4* and take *Structure 5*, they may not retake *Structure 4*.

- i) **FINAL EXAMS:** Except in rare circumstances, students cannot take their final exams early or late; final exams can only be taken on the designated final-exam days as scheduled on the IEP Session Calendar. Students who have a compelling reason to be absent during the designated final-exam days may request permission from the ELI Office to take their final exams late. (Late final exams can only be taken during the administration of the Placement Exam on the first day of the student's next session of enrollment.)

To request permission to be absent during the designated final-exam days and to take final exams late (i.e., on the first day of the next session), students must complete and submit a form entitled, "Request to Take Late Final Exams," which is available on the ELI website. After receiving a student's request, the ELI administration will decide whether or not to grant permission and will inform the student of the decision in writing.

- j) **"INCOMPLETE" GRADES:** Students who receive permission from the ELI administration to take their final exams late will receive a temporary grade of "Incomplete" in each of their classes. These students must then take their missed final exams on the first day of the next session when new students are taking the ELI Placement Exam, which is typically at 8:30 am. The student's final exams will be scored so that final grades can be calculated and substituted for the previous temporary grades of "Incomplete." (Students who have permission to take their final exams late but who do not come on the designated day and time to take their exams late will receive a grade of 0 on each of their exams, and their final grades will be calculated accordingly.)
- k) **ACADEMIC MISCONDUCT:** Students are expected to be honest and do their own work in all matters that pertain to their academic work and grades. This means that students must not cheat on tests or copy ideas or sentences from

other individuals. Attitudes and policies regarding academic misconduct vary from culture to culture, and it is important for students to be aware of the attitudes toward and consequences of academic misconduct in the US. Instances of academic misconduct at the ELI are initially handled by the student's instructor, with the ELI administration assisting as needed.

## CLASS ADMINISTRATIVE POLICIES

- a) **CLASS SIZE:** The ELI uses the following policies with regard to class size in the IEP:
  1. **Minimum Class Size for Core Classes:** The minimum number of students for core classes is typically three. When fewer than three students are enrolled in a core class, the ELI may choose to provide these students with alternate arrangements to make up their full-time class load. In all cases, the ELI ensures that each full-time student has a minimum of 18 clock hours per week.
  2. **Minimum Class Size for Elective Classes:** The minimum number of students can vary from class to class. When fewer than ten students enroll in an elective class, the ELI may choose not to make the class.
  3. **Maximum Class Size for Core Classes:** Typically a maximum of 18 students is allowed in core IEP classes.
  4. **Maximum Class Size for Elective Classes:** Typically a maximum of 18 students is allowed in elective IEP classes.
  5. **Average Class Size:** While there is no ELI policy regarding average class size, the average size for IEP classes is typically 10 students per class.
- b) **COLLAPSING CLASSES:** On rare occasions the ELI may collapse two or more smaller sections of the same class into one larger section at midterm. This may happen when large numbers of students leave the ELI at midterm. Whenever the ELI plans to collapse two or more sections of the same class at midterm, students are notified of the plan and procedures on the first day of classes.
- c) **COMBINING CLASSES:** Classes/levels may be combined when enrollment is low. If levels are combined, teachers will maintain differentiated instruction for students at different levels.

## ATTENDANCE POLICIES and VISA REQUIREMENTS

- a) **PUNCTUALITY:** If you are not in class on time, you will be marked *late* if you arrive within 10 minutes after the beginning time of the class. You will be marked *absent* once for every three times that you come to class *late*—in other words, 3 late arrivals = 1 absence. You will also be marked *absent* if you arrive more than 10 minutes after the class has begun.
- b) **ABSENCES:** If you are not in class on a particular day, you will be counted *absent*. You do NOT need to show a written excuse when you are absent, but you should ask your teachers about any work that you missed and need to make up. Note that different teachers may have different policies regarding makeup work.
- c) **ATTENDANCE REQUIREMENTS:** You must attend a minimum of 80% of each class each session, including Culturally Speaking (if you choose to register for it). If your final attendance in a class is less than 80%, but at least 70%, you will be placed on **Attendance Probation** for the next session. Warning: If your attendance is lower than 70% in a class, you will be dismissed from the ELI at the end of that same session.
- d) **ATTENDANCE PROBATION:** If you are on Attendance Probation, you must attend at least 80% of each of your classes, including Culturally Speaking (if you register for it). If you have at least 80% attendance in each class, you will be removed from Attendance Probation for the next session; however, if you have less than 80% attendance in one or more of your classes, you will be **dismissed** from the ELI at the end of that session. (See “Attendance Dismissal” below.) Students who are placed on Attendance Probation for a second time will remain on Attendance Probation until they leave the ELI.
- e) **ATTENDANCE DISMISSAL:** You will be **dismissed** from the ELI for poor attendance if: (1) You do not attend at least 70% of each of your classes, or (2) You are on Attendance Probation and you do not attend at least 80% of each of your classes. Dismissed students who wish to return to the ELI must request and receive written permission from the Director, who may require students to meet certain conditions before they receive permission to return. Students who were dismissed for poor

attendance and then later return will remain on Attendance Probation for every future session in which they enroll. Students who are dismissed twice from the ELI will not be allowed to return. ***Important:*** *Being dismissed can negatively affect a student’s visa status.*

- f) **FULL-TIME STATUS:** Students who enter the US on F-1 (student) visas are required to be full-time students and maintain “full-time status” while they are in the country. For ELI students, this means “full-time” registration (20 hours per week of core classes). F-1 or J-1 students may be enrolled for fewer than 20 hours per week during their final session at the ELI if they have completed Level 6 of one or more of their core classes and no other classes are available. In such cases, students must complete and sign a “Last Session” form. If you are unsure of your visa status or of how many classes you can take, please ask in the ELI office.
- g) **SUMMER SESSIONS:** All six sessions in the ELI’s Intensive English Program consist, more or less, of the same number of instructional hours. (Each session offers a minimum of 150 hours of classroom instruction.)

However, the two summer sessions are shorter in length and therefore more intense than the fall and spring sessions. (Fall and spring sessions are approximately 8 weeks long and contain 34 class days, while summer sessions are approximately 6 weeks long and contain 26 class days.)

Because summer sessions at the ELI are more intense and can be more demanding for full-time study, the following attendance policy applies to summer study:

**“ELI students holding student (F-1) or exchange (J-1) visas are required to study full time for the equivalent of one complete session in the summer.”**

This policy means that, during the summer, ELI students have several options:

1. **Be a part-time student both summer sessions.** The classes taken over the two sessions must equate to one session of full-time study. Class selection must be approved by the ELI Academic Advisor.
2. **Be a full-time student one summer session only.** Students may complete their full-time requirement by enrolling as a full-time student in one session. (They can study

part time during the other session if they wish. As long as students complete one full-time session, they may legally stay in the US even during the session in which they are not enrolled.)

3. **Be a full-time student both summer sessions (or be full-time student one session and a part-time student the other session).** Students who wish to advance rapidly may want to choose this option.

#### Important Notes for Summer Registration

1. Changes in summer registration (adding or dropping classes) must be approved by the ELI office.
  2. Students on Attendance Probation must meet with the ELI Academic Advisor or Associate Director to determine their summer registration options. Not all of the choices listed above may apply to students on probation.
  3. Students whose first session of enrollment in the ELI is the Summer 1 session must enroll in both sessions, although they may choose to be part-time students both sessions. (See information above concerning part-time registration.)
  4. Students who enroll in Summer 1 only must also enroll in Fall 1. If Summer 1 is your last session, your full-time status ends at the end of Summer 1.
  5. All students must complete the registration process during the Summer 1 registration period. Students who plan to study only in the Summer 2 session (no Summer 1 classes) must register and pay for their Summer 2 classes before the Summer 1 session begins.
  6. Students who choose to study part time during both summer sessions must enroll in both sessions to complete their full-time equivalency. These students are not eligible to transfer to another school until both sessions are completed.
- h) **TRAVEL BETWEEN SESSIONS:** Students in the ELI who request approval for travel outside of the US during breaks between sessions must complete their registration and payment requirements for the upcoming session during the designated registration period of the previous session.

Before travel can be approved and travel documents can be signed, the following

conditions must be met: (1) the previous session must have ended, and (2) all registration and payment requirements must have been completed by the published registration deadline.

Continuing students who are fully registered for the new session and who choose to travel during a break between sessions are expected to be present for the first day of class of the new session. Students who are not present on the first day of class will be counted absent according to ELI policies. (See page 19.)

- i) **WITHDRAWAL:** If your circumstances change and you must withdraw from your ELI classes before the session is over, you must go to the ELI office to complete the necessary forms for withdrawal. (See Appendix 2 of this handbook for the current withdrawal/refund schedule.) **Important:** Students holding a student (F-1) visa should follow all visa regulations concerning withdrawals. These regulations may be verified in the ELI office or in the office of International Services in 105 BB Comer Hall.
- j) **TRANSFER/CHANGE OF PROGRAM:** If you have received full admission to UA or another school prior to the first day of class of the next ELI session, you are not required to enroll in ELI classes while you are waiting for the next term of study to begin at the new school.
- k) **VISA ASSISTANCE:** For information, advice, and assistance with your visa and/or I-20, visit UA International Services (105 BB Comer Hall).

## **REGISTRATION AND PAYMENT**

Students must register and pay the tuition and fees for each session as follows:

**New students** should register and pay their tuition and fees during the designated registration times on the second day of the session.

**Continuing students** must register and pay their tuition and fees during the designated registration period near the end of the previous session.

**Important:** Not enrolling in classes can negatively affect a student's visa status.

New students will not be allowed to begin classes until they have completed the registration and payment process each session.

## CERTIFICATES

The ELI awards several types of certificates at the end of each session:

- You will receive the ***ELI Certificate of Perfect Attendance*** if you attend 100% of each of your core classes and *Culturally Speaking* (if you take it).
- You will receive the ***ELI Certificate of Attendance*** if you attend at least 80% of each of your core classes, including *Culturally Speaking* (if you register for it).
- You will receive the ***ELI Certificate of Participation*** if you attend less than 80% of each of your core classes, including *Culturally Speaking* (if you register for it).
- You will receive the ***ELI Certificate of Proficiency*** if you complete Level 6 with the required minimum grade point average (GPA) in Levels 4, 5, 6, including any electives that you take. A GPA of 2.0 meets the English-proficiency requirements for full-time undergraduate study at UA, while a GPA of 3.0 meets the English-proficiency requirements for full-time graduate study. The Certificate of Proficiency is valid for one year.
- You will receive the ***ELI Certificate of Completion*** if you complete Level 6 but do not qualify for a Certificate of Proficiency.

To receive certificate(s) that you have earned, you must attend the ELI Certificate Ceremony, which takes place on the last day of each session. Students who do not attend the Certificate Ceremony can get their certificates from the ELI office before midterm of the following session, or they can provide the ELI office with a self-addressed stamped envelope so that their certificate(s) can be mailed to them. Unclaimed certificates are destroyed after midterm of the session after the certificate was earned.

## STUDENT QUESTIONS & PROBLEMS

The faculty and staff of the English Language Institute want to help you if you have a question or a problem. Read the list below to find out who can best help you. If you are still not sure whom you should see, please ask in the ELI office!

*See your teacher:*

- If you have a question about your class, books, assignments, homework, exams, etc.;
- If you miss a class or an exam.

*Come to the ELI office (101 BB Comer Hall):*

- If you want to talk about a personal problem;

- If you have a problem with your class that you cannot discuss with your teacher;
- If you have questions about registration or fee payments that you need to make;
- If you need insurance information;
- If you need to leave the ELI early and would like to withdraw from classes;
- If you need a letter of enrollment sent to your parent or sponsor;
- If you will be absent from class for a long time;
- If you need information about or assistance with applying for admission to The University of Alabama or another college or university;
- If you need information about the TOEFL or IELTS;
- If you need ELI application information for a friend or relative;
- If you need help with something, but you don't know where to begin or what to do!

## SUGGESTIONS & COMPLAINTS

If you are unhappy about something at the ELI, or if you have a suggestion for how the ELI can improve, please use one of the procedures below:

- Make your comments on the Program Evaluation form that is completed by all ELI students at the end of each session.
- Make your comments on the Course & Instructor Evaluation Form that is completed by students in each ELI class at the end of each session.
- Write down your suggestion and put it in the "ELI Suggestion Box," which is located in the ELI Office. You may also complete the Suggestion Form on the ELI website.
- Make an appointment to talk with the Director or one of the other ELI administrators.
- To make a formal complaint, complete a "Grievance Form," which is located on the ELI website. Once you submit this form, the ELI Director or another ELI administrator will meet with you or respond to you in writing.

## UNIVERSITY OF ALABAMA ADMISSION

ELI students who wish to study at UA should make contact with the ELI Academic Advisor or the appropriate admissions office as soon as possible. Applications for *Full Admission* or *Conditional Admission* must be completed and submitted by the published deadlines.

## CONDITIONAL ADMISSION

Students who are academically qualified can receive *Conditional Admission* from UA either before they enroll in the IEP or while they are enrolled. Conditionally admitted students must attain sufficient proficiency in English before they can begin taking classes at UA. Details as to how ELI students can meet UA English proficiency requirements are provided in Appendix 3 of this Handbook.

All conditionally admitted students enrolled in the ELI should (1) attend the first Friday seminar regarding UA admissions information meeting, and (2) meet with the ELI Academic Advisor at least once each session to discuss their plans and readiness for enrolling in UA classes.

## PATHWAY PROGRAM ADMISSION

Students who are admitted to the ELI's *Pathway to UA* program will earn academic credit while they are completing the ELI Intensive English Program.

ELI students who are interested in applying for admission to the *Pathway to UA* program should meet with the ELI Academic Advisor to discuss their plans, goals, and readiness for enrolling.

## ENGLISH LANGUAGE REQUIREMENTS OF US COLLEGES & UNIVERSITIES

Each institution sets its own requirements for English proficiency; often a minimum TOEFL or IELTS score is required. Although some universities may accept an Institutional TOEFL score or a certificate of proficiency from an intensive English program, most do not. It is suggested that students contact their chosen university for information about English language requirements.

## UNIVERSITY/COLLEGE ADMISSION

Information on most universities, colleges, and English programs can be found on their respective websites. If you would like advice on how to search for an appropriate school, please talk with the ELI Academic Advisor or one of your teachers.

## US VISA POLICIES & REGULATIONS

The US government enforces several laws and regulations that you must follow:

## PASSPORT

Before you came to the United States, your government gave you a passport. Please note that your passport has an expiration date and that you must renew your passport before it expires.

## VISA

You needed a visa in order to enter the US. This visa, which was placed in your passport before you came to this country, shows the following:

- 1) Visa Status  
This is your visa type. Common visa types include the F-1 (student), J-1 (exchange visitor), and the B-1 (business) or B-2 (tourist).
- 2) Number of entries  
This is the number of times it is possible to use this visa to enter the United States. This may be once, twice, or multiple times.
- 3) Date to which visa is valid  
This is the last day you may use this visa to **enter** the US. After this date, you must get a new visa if you leave the country and want to **re-enter** the US; you do not need a new visa simply to stay in the US.
- 4) School you attend  
This is the name of the school that you told the consul you would attend and which therefore is mentioned on your I-20 or IAP-66.

## FORM I-94

The Form I-94 is an arrival/departure record. The I-94 is the official record of your nonimmigrant status in the US. Please go to [www.cbp.gov/i94](http://www.cbp.gov/i94) to print your I-94 after arrival in the U.S. Information on this record includes the following:

- USCIS admission number
- Date of birth
- Name (family and first)
- Country of citizenship

When you enter the US for the first time, a stamp will be placed in your passport. This stamp includes the date on which you entered the US, the port of your entry, your status upon entry (usually F-1), and the length of your stay. Duration of status (D/S) means that you may stay and continue to work on the completion of your program of study as long as you remain in lawful status. See "Attendance Policies," pages 19-20.

## TRANSFER TO ANOTHER SCHOOL

If you wish to transfer to another school, you must first apply and be accepted to the new school, and

then you must follow the SEVIS regulations to change your I-20 form to that school. If you plan to leave and re-enter the United States before you begin your studies at the new school, you should re-enter the US using the new school's Form I-20. If you will not leave the US before you transfer to the new school, you must take your original I-20 to the new school within 15 days of the beginning of classes.

## ON-CAMPUS HOUSING

ELI students may choose to live in UA campus housing (residence halls) or in housing located off campus. The ELI office assists students with finding on-campus housing.

**Important:** (1) In most cases, you must sign a contract (lease) whether you live on campus or off campus, so be sure that you understand the terms of this lease before you sign it. When you sign a lease for a period of time, you are financially obligated to pay for the full amount of time of the lease. In other words, if you leave early, you still have to pay until the end of the lease. (2) If you live on campus during the fall or spring, you must reapply and sign another lease if you want campus housing again in the summer. (3) If you live on campus in the summer, you must reapply and sign another lease if you want campus housing again in the fall.

### UNIVERSITY RESIDENCE HALLS

There is a variety of residence halls (dormitories and apartments) on the campus of the University of Alabama. Although private rooms exist, usually two students share one room. If you experience any problems with your room or roommate, you should talk to your Resident Advisor (RA). There is a Resident Advisor on each floor of the residence hall. This person is usually a student who has experience in handling different problems that may arise. For example, if there is too much noise in your residence hall, please talk to the Resident Advisor.

### HOUSING DURING BREAKS

During certain holiday periods, some UA residence halls will close and students will be required to leave their rooms temporarily. However, at least one residence hall will remain open during the holiday period, and students who wish to remain on campus during the holidays may stay in this residence hall, usually free of charge. **Important:** You must register for break housing; ask in the ELI office for details.

## OFF-CAMPUS APARTMENTS

ELI students may choose to live off campus if they wish; however, the ELI does not assist students with finding off-campus housing. Interested students may wish to check the UA website for "Off Campus Resources" (<http://offcampushousing.ua.edu/>).

Off-campus apartments or houses usually require a 6-month or 1-year lease as well as a security or damage deposit equal to one month's rent. When your lease ends, the apartment manager will inspect the apartment; if there is damage or if the apartment is not clean, they will keep all or part of the deposit. It is important, therefore, that you keep the apartment clean and that you do not damage the apartment.

## UTILITIES

To rent an apartment, you must pay rent and utility bills each month. Utilities include electricity, gas, water, garbage service, and telephone. A deposit is required for all utilities to be turned on; the cost will vary for each utility. For more information on arranging, contact the Off-Campus Association.

## RENTAL FURNITURE

Campus residence halls are furnished. However, if you choose to live off campus, you may find the apartment unfurnished. Sometimes the landlords will furnish the apartment and increase the rent if you request; if not, you can either purchase or rent furniture. Reasonably priced furniture can be found at local thrift stores or from individuals who advertise online or in a local newspaper. More expensive furniture can be found at local department and furniture stores. Some local furniture rental establishments in Tuscaloosa are:

Your-Way Furniture (553-3222)  
Rent-A-Center (758-0221)

## MEALS

Bama Dining is the name of the food service on the UA campus. If you wish to eat your meals on campus, you may purchase a meal plan or pay for each meal separately. Several meal plans are available, and you can purchase the meal plan that works best for you. For convenience, if you wish, you can purchase Bama Cash, keep it on your ACTion Card, and use it both on and at nearby off-campus locations.

## STUDENT IDENTIFICATION CARDS

Each student will be issued an ACTion card by The University of Alabama. This card will identify the student by name and photograph. Students may use this ACTion card to gain admission to most university facilities. The card can also be added to your cell phone. It costs \$35 to replace lost ACTion cards; a temporary replacement card is available for one week only while you try to find the original card. For more information, visit [www.actcard.ua.edu](http://www.actcard.ua.edu).

## DRIVER'S LICENSE

### INTERNATIONAL DRIVER'S LICENSE

Persons who have an International Driver's License plus a valid driver's license from their country may drive in Tuscaloosa for one year. An Alabama driver's license is required after one year.

### ALABAMA DRIVER'S LICENSE

In order to get an Alabama driver's license, you must present your passport and Form I-20. You will also be required to take three examinations: 1) written, 2) sight, and 3) driving. Driver's license manuals are available at the Alabama State Trooper's Office located at 2645 Skyland Boulevard East. You must go to the test center with a licensed driver, and you must have a car to use for the test. **NOTE:** You must have a minimum of 6 months on your I-20 to be eligible for an Alabama driver's license.

## AUTOMOBILE REGISTRATION

In order to use an automobile or motorcycle on campus, you must obtain a parking permit by registering with UA Parking Services. If you park your car without a permit, Parking Services will issue a ticket and you will have to pay a fine.

The following requirements must be met in order to register an automobile with the University of Alabama Department of Public Safety:

- 1) Must have a current driver's license (international or domestic)
- 2) Must have vehicle license plate (tag) number
- 3) Must have current residence address
- 4) Must have current registration fee
- 5) Must have liability insurance coverage

## LIBRARIES

There are seven libraries on the University of Alabama campus. To borrow books from any of the libraries on campus, present the book or books that you wish to check out plus your identification (ACTion) card at the circulation desk of that particular library.

### UNIVERSITY OF ALABAMA LIBRARIES

Main Library (Gorgas)  
 Business Library (Bruno)  
 Education Library (McClure)  
 Science and Engineering Library (Rodgers)  
 Medical Library (Health Sciences)  
 Law Library (Bruno)  
 Special Collections Library (Hoole)

Check with the individual libraries for days and times when they are open.

## COMPUTER USAGE ON CAMPUS

All students will have a student email account located on a Google Gmail server at [crimson.ua.edu](http://crimson.ua.edu). This account will be used for all official notifications and information sharing, so you should check it regularly. All campus classroom and service buildings have wireless servers.

There are many computer labs on campus that students can access using their ACTion cards and in which they can print their documents by using BAMA Cash on their ACTion cards (\$.05 per page). It is recommended that students utilize a flash drive to save and transport their documents when using campus-based computers for printing.

Students who have their own computers can connect to the campus wifi system.

## MONEY AND BANKING

There are specific guidelines that must be followed in order to open a bank account. You may ask in the ELI office for more information about how to open a bank account at the Alabama Credit Union in Ferguson Center.

### CHECKING ACCOUNTS

Writing Checks: A check is an order to pay someone an amount of money you have on deposit in the bank. Debit cards can also be used like checks to pay for goods and services.



The advantages of checks are: (1) They can be sent safely by regular mail, (2) If a check is lost or stolen, the money is not necessarily lost, and (3) Checks can serve as evidence of payment.

The disadvantages of checks are: (1) They can usually only be cashed locally, (2) To cash a check in a store, supermarket, or restaurant, you often must show some kind of identification (e.g., a driver's license), and (3) Some businesses and restaurants do not accept personal checks.

**Important:** When there is not enough money in a checking account to cover checks written, your bank will charge you a fee for “bouncing” a check. It is therefore important to keep enough money in your checking account to pay for all checks that you write and to keep accurate records.

#### AUTOMATIC TELLER MACHINES (ATMs)

Most banks have automated teller machines to handle banking transactions after hours. To use this service, your bank must issue you an ATM card and a PIN (personal identification #). Ask your banker for more information. Many of these machines are also located at Ferguson Center.

### STUDENT ACCOUNT SERVICES

Please check your email and account balance in myBama to ensure that all charges are paid in full.

There are a variety of payment methods. A complete payment method list can be found at the Payment Methods page <https://studentaccounts.ua.edu/payment-methods/>.

Credit card payments are accepted online and include a non-refundable convenience fee of 2.85% (minimum \$3). Electronic checks can be made, online from a U.S. bank, and are a free option for payment.

You may pay by Flywire at [ua.flywire.com](http://ua.flywire.com) to avoid convenience fees. This payment method allows payments from any country and bank, generally in the student's home currency. Please note that it takes about a week for the funds to arrive at The University of Alabama and show up on your student account. The Office of Student Account Services accepts cash payments for tuition, fees, etc. The office is located in 105 Student Services Center.

### MAIL SERVICE

The University of Alabama operates a Mail Center (post office) on the ground floor of Ferguson Student Center. You can apply to lease a PO Box by submitting a copy of your housing contract or lease and showing your passport or driver's license and ACTION card. If your application is accepted, you will receive a PO Box number for your mailing address. Here is a sample mailing address:

Mr. John Doe  
P.O. Box 9376  
Tuscaloosa, Alabama 35487

If you live off campus, you can have your mail delivered directly to your residence address. You are invited to use the English Language Institute's mailing address until you are settled and have your own personal mailing address. However, the ELI will receive your mail for only one week after your arrival; after one week, you must have your own mailing address.

English Language Institute  
Box 870250  
Tuscaloosa, AL 35487-0250, USA

### NEWSPAPERS

Tuscaloosa has one daily newspaper, *The Tuscaloosa News*. If you want to subscribe to this newspaper and have it delivered to your home, you can call 345-0505. *The Tuscaloosa News*, along with other regional newspapers, can be purchased at newsstands. UA journalism students publish *The Crimson White* newspaper for the UA community daily during the fall and spring semesters and frequently during the summer.

### STUDENT HEALTH CENTER

All ELI students are eligible for healthcare at the Student Health Center (SHC) located on 5<sup>th</sup> Avenue East (near the Student Recreation Center). Visit [www.shc.ua.edu](http://www.shc.ua.edu) for information about days and times that the SHC is open.

If you are sick and need to visit the SHC, you must present your UA ACTION card and your insurance identification card. (If you do not have your insurance card when you visit the SHC, it is required that you provide this information within 48 hours of your visit; if you do not, the charges will not be billed to the insurance company.)

You can purchase medication, if required, at the SHC

pharmacy. In most cases, the charges will be filed directly to your insurance company and you will be charged a co-pay for the doctor visit and a co-pay for prescription medication. These co-pay charges will be billed to your UA student account; you will not have to pay for them at the time of service.

Dependents (spouse and/or children) of students enrolled in the ELI may receive care through University Medical Center (UMC), which is located adjacent to the SHC. If you have questions about dependent care, please inquire at UMC.

## HOSPITAL

In the case of an emergency (serious accident, chest pains, appendicitis, etc.), or if the Student Health Center is closed, DCH Regional Medical Center (DCH), located across University Boulevard from the SHC, is available to ELI students. This hospital has a fully staffed emergency room that serves patients 24 hours a day.

There are higher charges for visits to the emergency room, so it is always a good idea to go to the SHC when possible and appropriate.

If you have medical insurance from the ELI, you are **required** to go to the SHC first unless it is a life-threatening emergency. If this happens, be sure to notify the ELI office as soon as possible after your visit to DCH so that the proper insurance information can be provided for filing your charges to the insurance company.

## DOCTORS

If you have medical insurance from the ELI, you must get a referral from the SHC before you can visit a doctor off campus. If you make an appointment, it is important that you keep the appointment and arrive on time. If for some reason you are unable to keep the appointment, you must call the doctor's office to cancel as early in advance as possible.

## BOOKSTORES

There are several bookstores located on and nearby campus. You can purchase textbooks, study supplies, magazines and souvenirs at these bookstores. Books used by the ELI can be purchased at the UA Supply Store located at Ferguson Center.

## TRAIN AND BUS TRAVEL

In addition to air travel, transportation to destinations other than Tuscaloosa is available by bus and train. Buses leave daily for Atlanta, Birmingham, and New Orleans. Tuscaloosa is also served by AMTRAK, which provides train transportation to New Orleans, Birmingham, Atlanta, Washington, D.C., New York City, and various connecting cities.

GREYHOUND BUS LINES  
3301 Greensboro, 758-6651

AMTRAK (train)  
Information/Reservations (800-872-7245)  
Passenger Station (758-3578)  
2105 Greensboro Avenue

## CAR RENTAL

There are several car rental agencies in Tuscaloosa. To rent a car, the driver must be at least 21 (sometimes 22) years of age (you may present your passport as proof of age). You must also have a valid driver's license and an acceptable credit card. The cost varies depending on the type of car you rent; however, you can expect to pay from \$25 - \$50 per day for the car, excluding insurance. Before signing the contract, it is important to read and understand the contract completely.

## TUSCALOOSA TROLLEY

The Tuscaloosa Trolley and city buses offer limited service throughout the city of Tuscaloosa. The service is free for students. For more information, visit [www.tuscaloosatransit.com](http://www.tuscaloosatransit.com).

## TAXI SERVICE

Taxi service is available within the Tuscaloosa area. You must call for a taxi because local taxis do not cruise the streets as they do in larger cities. You can search the Internet for taxi service in Tuscaloosa. Taxis are somewhat expensive in Tuscaloosa.

## SHOPPING

Tuscaloosa has a number of shopping centers conveniently located throughout the city.

University Mall: University Mall is located at the intersection of McFarland Boulevard and 15th Street. The mall contains stores connected by indoor

walkways. You will find restaurants, clothing stores, and specialty shops.

Midtown Village: Midtown Village, located on McFarland Boulevard directly across from University Mall, consists of many popular stores and restaurants.

Shoppes at Legacy Park: Shoppes at Legacy Park, located McFarland Boulevard and 13<sup>th</sup> Street East, is Tuscaloosa's newest shopping area and consists of many popular stores and restaurants.

Downtown Tuscaloosa: Downtown Tuscaloosa is located on University Boulevard about 1 mile from campus and offers various opportunities for shopping and dining.

**Department Store** - This type of store is very large and sells a wide variety of merchandise. A department store is convenient because you can do much of your shopping in one store. However, you often pay for this convenience with higher prices.

Local Department Stores:

JC Penny - University Mall

Belk - University Mall

**Discount Store** - This type of store is very similar to the department store. There are usually fewer clerks so you must be able to shop more independently. One benefit of shopping at discount stores is that the merchandise is usually sold at a lower price.

Local Discount Stores

Walmart - 1501 Skyland Boulevard

Target – Veteran's Memorial Pkwy

Family Dollar - 14<sup>th</sup> Street, near Bama Bowl

Dollar General – 15<sup>th</sup> Street, near Taco Bell

## SHOPPING TRANSPORTATION SERVICE

The Crimson Ride offers a Sunday shopping trip to Midtown Village, University Mall and Target. Please visit [www.crimsonride.ua.edu](http://www.crimsonride.ua.edu) for the schedule.

## RESTAURANTS AND TIPPING

Various restaurants are located within the vicinity of The University of Alabama. In most restaurants tipping is a usual practice. The tip, money placed on the table for the waiter, is usually 15% - 20% of the total bill. The cost of the tip is not usually included in the total amount of the bill. Tipping is not necessary at fast food restaurants.

## BARGAINING

Generally, bargaining is not practiced in stores in the United States except for expensive purchases such as cars and appliances.

## PURCHASING CUSTOMS

Before purchasing an item, be sure to find out the policy of the store for returning items. Most stores will allow returns provided that: (1) You have the receipt, and (2) you return the item within 1-2 weeks, and (3) the merchandise is in its original condition. Some stores allow only exchanges, not refunds.

## LAUNDRY AND DRY CLEANING

Laundries, where clothes are washed with soap and water, and dry cleaners, where clothes are cleaned with chemical solutions, are often located together. There are self-service coin-operated laundries located in each of the dormitories and also at various locations off campus. Correct change, usually quarters, is necessary for the operation.

Telephone numbers and addresses of dry cleaners may be found by looking under "Dry Cleaners Tuscaloosa" online. Several are located within walking distance of the campus. Inquire about the cost of various services. Prices may vary from one dry cleaner to another.

## CLOTHING SIZES

Shopping in a new country can be difficult and sometimes frustrating. It is customary that a person buying a piece of clothing try it on first. Clothing stores have dressing rooms where you can try on as many items as you wish until you find exactly what you are looking for. However, by law, underwear and swimsuits cannot be returned after being worn.

## TAXES

A state/local sales tax of 9% is added to the purchase price of goods bought in Tuscaloosa.

## HOUSEKEEPING

Garbage Pick-Up - The City of Tuscaloosa offers garbage collection weekly. Check with your

neighbors to find out the days and times of collection.

**Rental Property** - If you live in a rented dorm room, apartment or house, you probably paid a deposit before you moved in. You will most likely get all or most of this deposit back when you leave if the facility is left in the same condition as it was when you moved in. Apartments are equipped with different conveniences, such as garbage disposals and dishwashers. Ask your landlord to show you how to use them.

## RECREATIONAL ACTIVITIES ON CAMPUS

**Recreation Centers:** One recreation center is located on the east side of campus, just beyond the playing fields, and contains basketball and racquetball courts, an indoor jogging track, fitness classes and equipment, a sauna and indoor/outdoor swimming pools. Lockers and showers are also provided. The other recreation center is located in the Presidential Village residence area near the river. ACTION cards are required for entry to both recreation centers.

**Aquatic Center:** The indoor olympic-sized heated swimming pool is located south of Martha Parham Hall. Students may use the pool during hours scheduled for swimming (call 348-6155). ACTION cards are required.

**Playing Fields:** Playing fields are located next to the Recreation Center. These fields may be used by students any time except when they are reserved for intramural competition or tournaments.

**Tennis Courts:** There are 16 tennis courts for student use located next to the Rec Center.

**Golf Course:** There are several public and private golf courses located in Tuscaloosa.

**University of Alabama Collegiate Teams:** Fall is the season for varsity football games. Full-priced tickets for these games may be obtained from the athletic ticket office at the beginning of the Fall semester. Sale dates are announced through *The Crimson White* newspaper. Reduced price tickets may be ordered in July (call 348-6111 for the exact sale date).

The basketball season begins in November or December. The games are held in the Coleman Memorial Coliseum behind the tennis courts. Admission to the basketball games is free for students who present a valid ACTION card.

Baseball is a spring sport and is played at Sewell-Thomas Field located north of the coliseum. Admission to the baseball games is free for students with valid ACTION cards.

Women's softball is a spring sport and is played at Rhoads Stadium located across the street from the Recreation Center. Admission to the softball games is free to students who present a valid ACTION card.

Varsity swim meets are held regularly in the Aquatic Center. For competition schedule, call 348-5244 or see the UA web site. Varsity women's gymnastics competition events are held during the Spring semester in the Coleman Memorial Coliseum. Admission to the gymnastics events is free to students who present a valid ACTION card. Call 348-5407 for dates and times.

Varsity tennis, volleyball, and track meets are held at various times of the year. Contact the Athletic Department for more information.

**University of Alabama Movies:** Films are shown in the Ferguson Center Theater during the Fall and Spring semester, usually for free. Check at the Ferguson Center for the current list of movies and their dates and times.

**Campus Programs Lounge:** Provides students with a place to hang out, play games, and work. By night, however, the Lounge transforms into a venue for indie film showings, concerts, stand up comedy, and coffee house style music!

## CAMPUS ACTIVITIES AND ORGANIZATIONS

Getting involved on campus means getting to know the University and making new friends. These organizations and activities are for YOU!! The University offers more than 250 service, professional, social, and recreational organizations like those listed below. For more information contact the Office of Student Life.

### *Recreational/ Athletic*

- Alabama Crew Team
- Alabama Flying Club
- Alabama Lacrosse Club
- Alabama Rugby Football Team
- Alabama Soccer Team
- Alabama Waterski Team
- Alabama Women's Soccer Team
- Amateur Skateboarding Association
- Bama Chess Club
- Bama Fencing Club

Bama Ultimate Frisbee Club  
 Bama Volleyball Club  
 Billiards Club  
 Crimson Cabaret  
 Fantasy Game Club  
 ISSHINRYU Bama Karate Club  
 WADO-RYU Bama Karate Club  
 Yoselkan Budo Club

#### *Religious Interests*

Abba Club  
 Ambassadors for Christ  
 Baptist Campus Ministries  
 Catholic Student Fellowship  
 Chinese Christian Fellowship  
 Campus Crusade for Christ  
 Wesley Foundation (United Methodist Center)  
 Capstone Bible Study Group  
 Canterbury Chapel (Forum)  
 Christian Science Organization  
 University Christian Ministry  
 Lutheran Student Group  
 Traditional Episcopal Student Association

#### *Special Interests*

Engineers Without Borders  
 American Institute of Chemical Engineers  
 Alabama Finance Association  
 Alabama Society of Professional Engineers  
 American Marketing Association  
 Society of Women Engineers  
 Circle K  
 Civitan - Action Club  
 Afro-American Gospel Choir  
 Amateur Radio Club  
 Association of Chinese Student -PRC  
 Chinese Student Association  
 Indian Association of Tuscaloosa  
 Japan Club  
 Japanese Student Association  
 Korean Student Association  
 Malaysian Student Association  
 Muslim Student Association  
 Crimson Kaydettes  
 Amnesty International  
 International Student Association  
 French and German Clubs

### **RECREATIONAL ACTIVITIES OFF CAMPUS**

Movie Theaters: Currently popular films are shown both on campus and at Tuscaloosa's local cinema,

which is located approximately 2.5 miles from campus:

Cobb Theaters - Hollywood 16 Cinemas  
 4250 Old Greensboro Road

Bowling: There is one bowling alley in Tuscaloosa: Bowlero. It is located on McFarland Boulevard.

Parks: Several parks are located in and around Tuscaloosa. Below are listed just a few. For further information, contact the Tuscaloosa Convention and Visitors Bureau.

Lake Lurleen Park- located about 10 miles west of Tuscaloosa on Highway 82 West; is excellent for camping, picnicking, swimming, boating, and hiking.

Tannehill State Park-off of Interstate Highway 59 North between Tuscaloosa and Birmingham; offers beautiful hiking trails, a lodge with full service dining, and frequent exhibits and demonstrations by various local artists and craftsmen.

Moundville State Park-located approximately 20 miles south of Tuscaloosa and Highway 69 South; is the site of excavated ancient Indian ruins.

Bowers Park-located in Tuscaloosa; offers playgrounds, softball fields, playing fields, tennis courts, and sheltered picnic areas.

Snow Hinton Park- MacFarland Blvd in Tuscaloosa; offers walking trails, playgrounds, and soccer fields.

### **SOCIAL CUSTOMS**

Native Language: When you are relaxing, it is good to be able to use your native language. But you should try to speak English as much as possible, especially when someone who does not understand your language is present.

Food: American cooking and food may not be the same as in your country. Part of the fun of living abroad is the chance to try different foods, though you may need a week or two to get used to a new diet. In general, Americans are very concerned about the quality, nutritional value, and cleanliness of their food and its surroundings.

Alcohol: The state of Alabama requires that individuals be at least 21 years old in order to consume alcoholic beverages. There can be strict

penalties, including fines and/or time in prison, for under-age drinking.

**Cleanliness:** Americans are very concerned about personal cleanliness of both their bodies and clothing. Strong body smells and odors in unwashed clothing are very bad in US culture. For this reason, Americans bathe daily and use deodorant daily to prevent body odor. American men usually do not use strong perfumes or lotions on their bodies. Clothing is also kept fresh and clean by frequent washing or dry cleaning. For example, Americans typically wash a shirt after wearing it one time, especially when the weather is hot.

**Dating:** Dating customs vary widely all over the world. In the US, all dates are based on the assumption that men and women have equal rights and dignity. A date is not regarded as a preliminary to marriage or an invitation to engage in sexual activity. The US has very strict laws about sexual relationships between an adult (someone 18 and over) and a minor (someone under 18). These laws should not be treated lightly; the penalty for an offense can be a very long period in jail.

## VISITING IN AMERICAN HOMES

The following social customs may be important to know in the event that you are invited to visit in someone's home.

Most important is punctuality. Arrive no earlier or later than 5 to 10 minutes of the meeting time. If you must be late or cancel, be sure to call to inform the person as early as possible.

RSVP on a written invitation means "please reply." Your reply should be made as soon as your intentions to attend are known.

If you have been invited to someone's home, it is generally appreciated if you write a brief "thank you" note or telephone your thanks a day or two after the visit. A small gift, such as a small souvenir from your country, is appreciated, but not necessary.

Some Americans enjoy casual and spur-of-the-moment visits. Even so, it is always wise to telephone before making an unexpected visit to be sure that your friend will be at home and that it is a convenient time for visiting.

## CLASSROOM CULTURE

**Attendance:** Attendance is very important at the ELI (see the ATTENDANCE POLICIES and VISA REQUIREMENTS section). When you can't come to a class, it is polite to send your teacher an email, if possible, to explain the problem. Also, when you arrive late to the classroom and the class has already started work, please quietly sit down.

**Dress:** Students usually wear informal, casual clothing to class. Shorts and T-shirts are OK. In the summertime, most classrooms have strong air conditioning, so you might get cold! Even if it is very hot weather outside, it is a good idea to bring a light jacket or sweater to classes (and even to other places, like restaurants and movie theaters).

**Participation:** Classes in the ELI are small. Students usually learn their classmates' names and have opportunities to talk and work together often. Students are expected to pay attention, be involved, and be ready to talk and work together with students from many other countries.

**"English Only:"** In ELI classes, we have an informal rule for "English only." This means that when an ELI class starts, the teacher will teach and answer questions in English only, even if he or she knows your native language. With lower-level classes, teachers may speak more slowly and carefully than usual, to help students understand.

The "English Only" rule also means that during class, you should try to use English only, even if some or many of your classmates also speak your language.

**Original Work & Plagiarism:** It is important to do your own original work for each class. If you have questions about your classwork and need some help, it is a good idea to get suggestions and advice from other students, tutors, or your teachers. But just remember that only you should do the assignment and complete the work. Also, if you get a used textbook, make sure to erase any writing in the book at the beginning of the class so that you can do your own work.

For writing assignments, it is especially important to do your own original writing. Copying someone else's writing (a friend's writing, writing on the Internet, or even your own writing from another class) is called **plagiarism**. It is considered a kind of cheating. If there is plagiarism in your work for a class, you may get a failing grade or may have to redo the assignment.

**Teachers:** Teachers at the ELI are from many different states in the United States. They teach English at the ELI because they enjoy language, culture, and meeting people from around the world. Most speak other languages and have lived, studied, or worked in foreign countries.

Usually, teachers at the ELI are called by their first name. (If any of your teachers have a preference, they will tell you.) If you feel uncomfortable using first names with your teachers, you can use “Mr.” or “Ms.” along with the last name. For example, if your teacher is a man named “John Smith”, you can call him “John” or “Mr. Smith.” If your teacher is a woman named “Pam Smith,” you can call her “Pam” or “Ms. Smith.”

**Getting Help from Teachers:** If you are confused by something or have questions during class, don’t be shy about asking your teacher. You can raise your hand during a class discussion to get a teacher’s attention. This is very common, and teachers are glad that you ask questions when you are confused or need help.

You can also send your teacher an email with questions or drop by the teacher’s office to talk about the class, your class assignments, or get extra help. If the teacher is not available, you should ask the teacher before or after class for an appointment.

## APPENDIX 1

English Language Institute  
The University of Alabama

### Grading and Proficiency Scale for Intensive English Program

**The following grading scale is used in the Intensive English Program:**

A+..... 98 – 100%	(Excellent)	C..... 72 – 77%	(Okay)
A..... 92 – 97%	(Excellent)	C-..... 70 – 71%	(Okay)
A-..... 90 – 91%	(Excellent)	D+..... 68 – 69%	(Poor. Must repeat)
B+..... 88 – 89%	(Good)	D..... 62 – 67%	(Poor. Must repeat)
B..... 82 – 87%	(Good)	D-..... 60 – 61%	(Poor. Must repeat)
B-..... 80 – 81%	(Good)	F..... < 60%	(Failing. Must repeat)
C+..... 78 – 79%	(Okay)		

**IMPORTANT:**

In order to pass a class and advance to the next level, students must meet the listed learning outcomes with 70% proficiency.

*By the end of each level of proficiency, students can...*

Name of Class	Level 1 (CEFR Level A1) (Low-Beginning Proficiency)	Level 2 (CEFR Level A1/A2) (High-Beginning Proficiency)	Level 3 (CEFR Level A2/B1) (Low-Intermediate Proficiency)
<b>Reading and Writing</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand the main ideas and details of short, simple readings of about 200-300 words</li> <li>• <b>Write</b> 15-20 simple sentences on a topic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand texts of multiple paragraphs (300-400 words)</li> <li>• <b>Write</b> a unified paragraph of 12 or more sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand moderately complex, multi-paragraph texts (400-600 words)</li> <li>• <b>Write</b> basic four-paragraph essays of 350-450 words on a single topic</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Speak</b> using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities</li> <li>• <b>Listen</b> to and understand simple, slow speech about personal information, basic everyday topics and things in the immediate context when it contains familiar vocabulary and is frequently repeated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speak</b> in simple conversations in routine social situations; talk about things not in the immediate context.</li> <li>• <b>Listen</b> to and understand simple conversations in routine social situation and known contexts when they contain both familiar and unfamiliar vocabulary and are spoken slowly with repetition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speak</b> and express simple ideas and opinions on a variety of topics including unfamiliar ones.</li> <li>• <b>Listen</b> to and understand informal conversation and short talks that contain some unfamiliar vocabulary and are spoken with repetition and/or slow speech</li> </ul>
<b>Structure</b>	<p><b>Understand and use:</b></p> <ul style="list-style-type: none"> <li>• the verb <i>TO BE</i></li> <li>• the simple present verb tense</li> <li>• the present progressive verb tense</li> </ul>	<p><b>Understand and use:</b></p> <ul style="list-style-type: none"> <li>• the simple past and past progressive verb tenses</li> <li>• future time</li> <li>• nouns and pronouns</li> <li>• comparisons grammar</li> </ul>	<p><b>Understand and use:</b></p> <ul style="list-style-type: none"> <li>• the present and past perfect tenses</li> <li>• the future perfect and future progressive verb tenses</li> <li>• basic modals</li> <li>• nouns and articles</li> </ul>



(Proficiency Scale, page 2)

*By the end of each level, students can...*

Name of Class	Level 4 (CEFR Level B1) (High-Intermediate Proficiency)	Level 5 (CEFR Level B1/B2) (Low-Advanced Proficiency)	Level 6 (CEFR Level B2/C1) (Advanced Proficiency)
<b>Reading and Writing</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand complex multi-page texts (600-800 words)</li> <li>• <b>Write</b> basic five-paragraph essays of 500-700 words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand unsimplified academic texts of multiple pages (800-1000 words)</li> <li>• <b>Write</b> essays of 800-1000 words using varied rhetorical modes and varied organization and transition techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read</b> and understand unadapted academic literature of multiple pages (1000-1200 words) from a variety of fields</li> <li>• <b>Write</b> 1100-1200+ word essays that incorporate citations and go beyond the 5-paragraph model</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• <b>Speak</b> and support opinions in extended discussions on somewhat complex issues</li> <li>• <b>Listen</b> to and understand conversation on both familiar and unfamiliar topics, including short academic lectures, when spoken at near-normal conversational rate and with occasional repetition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speak</b> and express ideas in extended formal and informal conversation on complex issues</li> <li>• <b>Listen</b> to and understand both face-to-face and adapted conversation at near-normal to normal rate of speech with some repetition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speak</b> fluently with little or no hesitation in formal and informal conversations on practical or academic topics</li> <li>• <b>Listen</b> to and understand complex discourse, including academic lectures, which is spoken at the normal rate of speech without much rephrasing or rewording</li> </ul>
<b>Structure</b>	<p><b>Understand and use:</b></p> <ul style="list-style-type: none"> <li>• adverb clauses of time</li> <li>• the passive</li> <li>• modals</li> <li>• subject/verb agreement</li> </ul>	<p><b>Understand and use:</b></p> <ul style="list-style-type: none"> <li>• noun clauses</li> <li>• adjective clauses</li> <li>• gerunds and infinitives</li> </ul>	<p><b>Understand and use:</b></p> <ul style="list-style-type: none"> <li>• coordinating conjunctions</li> <li>• adverb clauses</li> <li>• connectives that express cause / effect and contrast</li> <li>• conditional sentences and wishes</li> </ul>

## APPENDIX 2

### UA English Language Institute Withdrawal/Refund Schedule

#### Full Session

- \$30.00** - Students who withdraw from ELI classes before the end of the 3<sup>rd</sup> calendar day after classes start will be charged a \$30 withdrawal fee.
- 25%** - Students who withdraw from ELI classes between the 4<sup>th</sup> and the 10<sup>th</sup> calendar day after classes start will be charged 25% of the tuition for those classes.
- 50%** - Students who withdraw from ELI classes between the 11<sup>th</sup> and the 17<sup>th</sup> calendar day after classes start will be charged 50% of the tuition for those classes.
- 100%** - Students who withdraw from ELI classes on the 18<sup>th</sup> calendar day after classes start or later will be charged 100% of the tuition for those classes.

**NOTE: No refunds will be made for withdrawals that occur from the 18<sup>th</sup> calendar day after classes start through the end of the session.**

#### Half Session

- \$30.00** - Students who withdraw from ELI classes before the end of the 3<sup>rd</sup> calendar day after classes start will be charged a \$30 withdrawal fee.
- 25%** - Students who withdraw from ELI classes between the 4<sup>th</sup> and the 5<sup>th</sup> calendar day after classes start will be charged 25% of the tuition for those classes.
- 50%** - Students who withdraw from ELI classes between the 6<sup>th</sup> and the 8<sup>th</sup> calendar day after classes start will be charged 50% of the tuition for those classes.
- 100%** - Students who withdraw from ELI classes on the 9<sup>th</sup> calendar day after classes start or later will be charged 100% of the tuition for those classes.

**NOTE: No refunds will be made for withdrawals that occur from the 9<sup>th</sup> calendar day after classes start through the end of the session.**

Students are responsible for clearing any outstanding balances on their accounts before leaving campus.

Students are not entitled to refunds or cancellation of amounts due for residence hall contracts unless they withdraw from all classes.

## APPENDIX 3

### UA Undergraduate Admission for ELI Students

#### ENGLISH PROFICIENCY REQUIREMENTS for UNDERGRADUATE STUDY

- To learn more information about UA admission, including how to apply, students can **make an appointment with the ELI Academic Advisor**.
- To apply for full admission, conditional admission, or *Pathway to UA* admission, students can **visit this website: <https://gobama.ua.edu/apply>**.
  - Application deadlines
    - Fall semester = May 1
    - Spring semester = October 1
- To meet the English requirement for admission to UA, students must **satisfy one of the following requirements:**
  1. Earn the ELI Certificate of Proficiency.
  2. Meet the minimum test score requirement for iBT, IELTS, PTE, or DET.
  3. Enroll in the *Pathway to UA* program.

See the following table for more information about each of the above requirements:

Minimum Test Score Requirement	Minimum ELI Requirement	Type of UA Admission Eligibility
(None)	<b><i>Certificate of Proficiency for Undergraduate Study</i></b> Complete Level 6 with a minimum 2.0 GPA.*	<b>Eligible for Full-Time UA Study</b> (100% UA credit classes)
79 iBT 6.0 IELTS 50 PTE 105 DET	(None)	
(None)	Complete Level 5 with a minimum 2.0 GPA.*	<b>Eligible for Pathway to UA</b> (1 semester = 12-15 UA credits earned)
(None)	Complete Level 4 with a minimum 2.0 GPA.*	<b>Eligible for Pathway to UA</b> (2 semesters = 15-18 UA credits earned)

\* **ELI GPA (Grade Point Average)** is based on final grades earned from all ELI classes taken at Level 4 and higher, including graded elective classes. ELI GPA is calculated based on the grading system on page 16 of this Handbook.

**Note:** If you enroll in the *Pathway to UA* program, you must continue to pass your ELI classes in order to remain at UA. If you do not pass your ELI classes, you may not be able to continue in *Pathway to UA*.

## **GRADUATE STUDY**

As an ELI student, you should apply for UA graduate study as early as possible, but no later than the published deadline. For more information, visit <https://graduate.ua.edu/prospective-students/apply-now/>. For full admission, UA requires proof of a minimum test score: 79 on iBT TOEFL or 6.5 on IELTS. If you do not have the required score, you may receive **conditional admission** to graduate school. In this case, you must meet the English proficiency requirement (explained below) before you can begin taking graduate classes at UA full-time.

In the case of most UA graduate departments, it is also possible for students who complete the ELI with good grades to begin graduate study without a TOEFL or IELTS score. All options are described below.

### **Full-Time Graduate Study at UA**

You can satisfy the UA Graduate School English language proficiency requirement for full-time admission in one of three ways.

- Minimum iBT TOEFL score of 79, a minimum 6.5 IELTS score, or a minimum 59 PTE score.
- ELI Certificate of Proficiency (completion of Level 6 with a 3.0 minimum GPA\* in Levels 4-6).

The following table provides a summary of the information above:

<b>Minimum Test Score Requirement</b>	<b>Placement/ELI GPA</b>	<b>Recommendation</b>	<b>Program of Study</b>
79 iBT 6.5 IELTS 59 PTE	(not required)	(not required)	full-time graduate courses
(not required)	3.0* (Levels 4-6 complete)	(not required)	

\* ELI GPA must contain a full set of core classes (Reading/Writing, Speaking/Listening, and Structure).