Student Handbook

2023-2024

A Guide for ELC Students

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🌐 rit.edu/studentaffairs/elc

RIT Division of Student Affairs
English Language Center

Table of Contents

Contents

Our Mission

The English Language Center's mission is to provide academically-focused English language courses within an intensive, comprehensive program to prepare international students for success in graduate and undergraduate study at RIT or at other universities.

The program meets US visa requirements for those who study English full-time. In addition to its coursework, the English Language Center program provides a socially engaging, cross-cultural learning environment to develop students' ability to function with confidence and cultural awareness in a broad variety of social contexts.

A Message from the Director

Dear Students,

You are amazing. Your amazing brain controls language. Language ties everything together: Language ties together our internal world and all of the outside world, both physical and cultural. Now, you are working with English as one of your languages. Many of you will use English to earn a university degree. It is the goal of the English Language Center to help you become as powerful as possible, as quickly as possible, in your English ability in the university. Universities have a culture of thinking, talking and writing. Professional careers also have a culture of thinking, talking and writing. As a university student, you must learn to "package" your language for academic and professional purposes, as well as everyday social purposes in English. The goal of the RIT English Language Center is to teach students how to package ideas into language that fits the academic and professional culture. All ELC instructors have Master's degrees and years of experience in the university setting, so they can provide excellent feedback and instruction on the kind of language you need for university study. Our method of teaching is learning through doing. Much of the learning work takes place in class by doing projects together in addition to homework. You cannot learn a language by memorizing information from a book. In order to learn a language, you have to use it, and you have to use it purposefully. I will give a few welcoming words of advice:

- Be active and ask lots of questions, to yourself, to your instructors, to your classmates, to everyone you meet. Your brain will take in more information if you actively ask questions. You will learn faster, and you will have more fun.
- Focus on your ideas and your goals. Your brain will learn more and learn faster every time you try to express your ideas. Focus on improvement, but do not worry about perfection. If you are worried about being "right" all the time, it will slow your learning down.
- Mix things up! You should study hard, but it is also a good idea to participate in clubs and meet new people and also read for fun. Your brain will learn more and learn better if you use it in many ways. If you use your mind in only one way, you get tired and learning slows down.
- Try to "play" with your classwork and homework. Take delight in learning. Your skills grow faster if you enjoy the journey. You will learn less if you worry too much about "finishing."

If you need help, please ask your instructors or your advisor or me. We are here to provide you with tools to succeed. If you would like to talk, please feel free to make an appointment with me by asking the ELC office, or by emailing me directly at syvelc@rit.edu. We look forward to learning together and learning from each other in our classes. Let's make it an amazing experience!

Stanley Van Horn
PhD, ELC Director

Admission to the ELC

The ELC admits students aged 17 or older who want to study English for Academic Purposes. There are three admission paths into the ELC.

RIT Admitted Students

Students who are conditionally or fully admitted to RIT receive automatic admission to the ELC. Conditionally admitted students with English requirements will be guaranteed enrollment in the program. Fully admitted students are welcome to take courses in the program, but should contact an ELC administrator about openings in courses, as enrollment will be based on availability.

The application fee for these RIT-admitted students is waived by the RIT admission process. ELC Courses have separate fees from RIT degree tuition.

Full-Time English Program

Students applying to a full-time course of language study should provide a high school or university transcript with at least a C average according to World Educational Standards (WES) equivalency.

ELC non-degree students must be prepared for the academically challenging courses at the ELC. To apply, these students should submit the application and academic transcripts.

For a US student visa, students must also present a financial statement showing support for the intended period of study.

The application fee for full-time English program students is non-refundable.

Part-Time English Study Students

Students interested in studying language for enrichment are welcome to take a course or two at the ELC. These students should arrange an interview with ELC administrator as part of the application process to discuss course content and openings in courses, as enrollment will be based on availability.

To apply, these students should submit the application, proof of completion of high school or equivalency certification. Proof of US residency or appropriate immigration documents must also be presented

Individuals who are interested in part-time English courses may apply to enroll in one or two courses per term for two terms. Enrollment is based on availability. To apply, contact the ELC for an interview.

Students who take more than two courses per term or who study for more than two consecutive terms must meet the requirements for the full-time program.

Testing and Level Placement

New students are placed into English courses by standardized test scores (TOEFL, IELTS, and PTE), OR by taking a battery of RIT English language proficiency online tests.

Placement by TOEFL, IELTS or PTE-A

- RIT requires a minimum TOEFL score of 79, IELTS of 6.5, and PTE-A of 58 for admission without English language coursework for undergraduate students.
- Students who have submitted a TOEFL score below 79 or IELTS score below 6.5 to RIT will be placed into English language courses according to scores and sub-scores on these tests.
- Graduate students must additionally have exam sub-scores (writing, speaking, reading, listening) that meet their graduate program standards. Students with sub-scores below the program standard will be enrolled into ELC courses according to their sub-scores.

Note: All students who have been placed according to these standardized proficiency tests may choose to take the RIT English proficiency exams if they would like to further demonstrate their English proficiency. The ELC takes the highest score for placement decisions. For graduate students, any placement changes are subject to the approval of the student's graduate program director.

Placement by RIT English Proficiency Exams

Students applying directly to the ELC must take the RIT English online proficiency exams. Students admitted to RIT may take the RIT English proficiency exams to challenge their placement by other standardized language tests. The RIT English proficiency exam has three exams:

I.   **Reading /Writing Exam (2-Parts)**
   a. Part 1 is a 2-hour reading/writing exam. Students read several articles about a topic and answer an essay question. The writing includes summary, citation, and response.
   b. Part 2 is a 30-minute multiple choice grammar test of 30 questions.
II.   **Spoken Communication Exam** is a 60-minute exam with questions in three areas:
   a. General information
   b. Class schedules
   c. Data commentary. Students hear the question and record their answer.
III. **CEFR Exam** is a 60-minute exam that tests speaking, listening, reading and writing, similar to TOEFL-type questions.
   a. Reading section (20 minutes) tests reading comprehension with 12-15 questions.
   b. Listening section (10 minutes) user will need to record themselves responding to a prompt for 45-60 seconds.
   c. Writing section (20 minutes) user will be asked to write a 150-word essay in response to a prompt.

Note: To exit the ELC program, students must complete the required English courses at the ELC. New TOEFL or IELTS test scores are not accepted by RIT in place of the ELC program.

Structure of the ELC

Courses

The ELC offers the following courses at each level:

- **Writing and Reading**: Learn the conventions of Academic Writing and engage with Academic Reading
- **Speaking and Listening:** Participate in discussions and presentations in an academic context
- **Language Analysis and Accuracy:** Learn the form, use, and meaning of grammar
- **Interactions:** Engage with the campus and community with structured experiences

Levels

The ELC offers six basic levels of language instruction in two tiers:

- **ELCI (Intensive):** Basic, Beginner, Intermediate, and High Intermediate
- **ELCA (Academic):** Advanced and Academic/Graduate

Short Level Description

Basic

This level is for pre-beginning level students with little comprehension of English. Students develop vocabulary through familiar domains such as family, hobbies, jobs, recreation, and health. There is a focus on basic analysis and use of selected syntactical structures (parts of speech, tenses, modals, adverb clauses of time and reason etc.). These lexico-grammatical structures are used to practice short dialogues and simple writing tasks for a specific purpose.

Beginner

Students at this level continue to learn foundational reading, writing, speaking, and listening skills. Students compose spoken and written responses to short texts, using basic grammatical structures to show clear connections between ideas, with a particular focus on continuing to build vocabulary and practice sounds and spelling.

Intermediate

Students at this level begin to learn the reading, writing, speaking, listening, and grammar skills needed for academic and general discourse in English. Students develop skills to participate in small group discussions and make short presentations. Students will be introduced to various types and genres of academic writing and will analyze selected grammatical structures in simplified academic written and spoken texts.

High Intermediate

Students at this level begin to develop their awareness of the conventions and expectations of academic discourse. Students identify a variety of complex grammatical structures, stylistic conventions, and research strategies, and meaningfully apply them in verbal and written tasks which deepen critical thinking strategies in specific academic contexts.

Advanced

Students at this level develop a heightened awareness of the expectations and conventions of academic discourse and begin to employ them in a variety of speaking and writing tasks. Students purposefully choose from a range of complex grammatical structures and rhetorical strategies which best serve to critically summarize, support, extend, and counter information provided from researched source material with clarity and cohesion.

Academic/Graduate

Students at this level learn to infer underlying themes, purposes, and subtext of academic readings and lectures in order to respond critically, analytically, and accurately with well-supported claims. Students compose formal spoken and written responses with a focus on using discourse-specific grammar and citations, and critically assess and revise peer

and personal writing and speaking in order to meet the expectations of academic discourse.

Additionally, students going to graduate study identify, analyze, apply the grammatical and stylistic conventions of multiple aspects of research writing and discourse in various fields. Students locate relevant resources, identify a researchable question, establish context, and express authorial purpose and audience awareness in meaningful research tasks.

Combined Courses and Levels

The ELC may need to combine courses and/or levels. There may either be substitutions or a combined section where two sets of learning outcomes are taught by the instructor.

Assessment and Grading

Alerts and Report

Early Alerts are sent to students by email to inform students of areas of concern in their courses. They are meant to open a dialogue between student and teacher.

Midterm Reports are formal reports describing progress made by Student Learning Outcomes (SLOs) in each course and an estimated grade. These reports show students their progress and identify areas of success and concern.

Placement Reports are formal reports given to students at the end of each term for each class. They include the final achievement for Student Learning Outcomes (SLOs) and a final course grade.

Final Course Grades

The ELC uses RIT's four-point grading scale which is based on letter grades (A (4.0), A-, B (3.0), B-, C (2.0), C-, D (1.0) and F (0.0)). Grades for each class are measured by successful completion of Student Learning Outcomes (SLOs). SLOs are skills students must demonstrate in order to move up to the next level. SLOs can be found on each course syllabus. Grades are based on SLO achievement.

For every learning assignment and unit in the course, the instructor should help you understand the SLOs that you are working on and how you will be graded. The most important thing to understand about your course is the SLOs!

At mid-term you will receive a mid-term SLO report from your instructor. The mid-term SLO report will tell you if your work in each area is excellent, good, fair, or unsatisfactory. The mid-term SLO report does not appear on your RIT transcript. It is for your information, so that you understand your achievement and progress by the middle of the term.

At the end of the term, you will receive a final SLO report, and also a grade report for each course. To pass a course, you must receive a grade of C or better in each SLO (scoring 70 or above on the assignments for the SLO).

Course grades

Grades for A, A-, B, B-, C, and C- are based on the combined score of all SLOs for the course. The combined score is an average which takes into account each SLO and its assigned weight as defined in the course syllabus. Students are not allowed to fail more than one SLO and get a passing grade. If an unsatisfactory SLO grade (D or F is received in two or more SLO areas, then the course grade is automatically a D or F, regardless of other SLO grades. A combined score lower then 1.0 will receive an F grade.

Grade	Quality Points	Percentage Scores

A	4.0	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D	1.0	60-69
F	0.00	0-59

Note: *RIT University grading policy does not determine a correspondence between grades and a numerical grade (0-100), as authority remains with individual faculty members to assign grades. Percentage scores are not required. If percentages are used the chart above provides the guideline.*

If a student believes a grade is unfair, there is a grade dispute process.

Grade Dispute Process

1. Discuss your grades with your teacher. This step is required by RIT.
2. If you do not understand or agree with the grade, contact your advisor.
3. If you decide to make a complaint, you must write to the ELC director. The director will respond. You will be required to meet with the director **AND** your instructor. (This is RIT policy).
4. If you wish to continue the dispute further, a special committee can be assembled to review your claim.

Privacy of Education Records

Students must give permission for parents and sponsors to see their educational records. Educational records at the ELC and RIT are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA makes students' educational records private. It also guarantees students the right to review and request changes to educational records.

Promotion Through Levels

Advancement Through ELC Levels (all students)

- Students advance through the program based on their grades.
- Grades from each class are combined to form a Grade Point Average
- Students cannot retake the RIT proficiency exams or standardized tests (TOEFL, IELTS) to negotiate placement in the next term

Full Time ELC Student Advancement

- Students with a 2.0 GPA or higher will be promoted to the next proficiency level
- Student with an English Language Center grade point average below a 2.0 will be required to repeat courses at the same proficiency level

Full-Time ELCI Student Advancement with Acceleration

- The acceleration program gives students an opportunity to skip a level
- Acceleration is available for the following students:
    - Basic-level students to complete Beginner SLOs and advance to the Intermediate level.
    - Intermediate-level students to complete High Intermediate SLOs and advance to the Advanced level.
- To successfully accelerate, students must:
    - Complete all assessments at the higher level.
    - Earn a 3.67 GPA at the lower level.
    - Earn a 2.00 GPA at the higher level for all courses.

Advancement Through ELC Levels (part-time students)

(Part-time students are not eligible for acceleration)

Part-time students must earn a 2.0 GPA in the core ELC classes to advance to the next level.

* Required Core Classes: Language Analysis, Reading/Writing, and Speaking/Listening

Eligibility for Credit-Bearing Coursework

Students in the ELCI Basic, Beginning, Intermediate, and High Intermediate levels are not eligible for credit-bearing coursework at RIT.

Continuing Students

At the final two levels of the ELC program, the Advanced and Academic levels, students may earn eligibility to enroll in credit-bearing coursework at RIT.

- Students who complete High Intermediate level with a **3.0 GPA** or higher earn eligibility to take one credit-bearing course **in addition to all four ELC courses.**
- Students who complete the Advanced level with a **3.0 GPA** may be eligible to take one or two credit-bearing courses **as part of their ELC program.** (See Program Completion rules below.)
- Eligibility is assessed during each term of study in the English Language Center. Student will lose academic eligibility and become full-time non-degree if ELC GPA falls below 3.0 and or there is a D or F in any credit bearing courses.

New Students

New students are placed according to test scores. Please see section on Testing and Placement.

English Program Completion

For students who are conditionally admitted to a RIT degree program with a requirement for language study, the only way to meet the RIT language requirement is by completing the English Language Center program.

Students may not re-negotiate the terms of their admission by resubmitting TOEFL, IELTS, or PTE scores. Students may not re-take the RIT English Language Exam. Students who wish to submit new test scores to RIT may re-apply for admission with the new score.

Completion for Undergraduate Students

The "exit" level for undergraduate students is the ELCA Academic level. Students must complete the required courses at the Academic level with a **3.00 GPA in each course**. This means receiving a B- or lower in any one course will mean repeating the course.

Students are required to take all four courses at the Academic level with one exception. Students who studied at the ELC at the Advanced level and achieved a 3.0 GPA in both Advanced Speaking & Listening (ELCA 16) and Interactions (ELCA 50) are eligible to take two RIT credit-bearing courses as part of their ELC program instead of Academic Speaking & Listening (ELCA 26) and Interactions (ELCA 50). All undergraduate students must complete Academic Writing and Reading (ELCA 22) and Academic Language Analysis (ELCA 24).

Students may lose credit-bearing course eligibility if they fall below 3.0 GPA in their ELC courses at the Academic level or there is a D or F in any credit-bearing courses.

Completion for Graduate Students

The "exit" level for graduate students is the ELCA Academic level Graduate track. Students must complete required courses at the level with a **3.0 GPA in each course**. This means receiving a B- or lower in any one course will mean repeating the course.

Graduate Students are placed into ELC courses based on their test scores (TOEFL, IELTS, PTE, RIT English Language Exam) or previous term course grades (if continuing from the ELC). Students who studied at the ELC at the Advanced level and achieved a 3.0 GPA in both Advanced Speaking & Listening (ELCA 16) and Interactions (ELCA 50) are eligible to take two RIT credit-bearing courses as part of their ELC program instead of Graduate Speaking & Listening (ELCA 93) and Interactions (ELCA 50).

Academic Actions

ELC Program Probation

Students earning below a 2.0 GPA are put on probation. These students lose the privilege of enrolling in RIT credit-bearing courses even if they have already taken a credit course. The student is on probation until the GPA is above a 2.0 for two terms in a row.

Suspension: If a student continues to earn below a 2.0 GPA while on probation, the student is suspended from the English Language Center for lack of progress. If a student was conditionally admitted to an RIT academic program, that program will also suspend the student from RIT.

Students with an ELC GPA below 1.0 are immediately suspended at the end of the term with no probationary period; this follows RIT policy on grades. Full-time ELC students who miss 60 hours of class are suspended immediately, in accordance with US immigration policy.

Note: A student is *a*llowed to repeat a level <u>only</u> one time. Students must successfully complete a repeated level.

ELC Program Probation or Suspension Appeal

A student appeals an ELC academic action by first making a claim to an ELC advisor. The advisor will meet with the Director and a committee of teachers as necessary. The Director's decision is final.

Orientation and Advising

Orientation Programs

The ELC offers orientation programs throughout a students' enrollment.

Initial Orientation

This happens during move-in week, the week before classes begin. It covers important resources and information needed to start classes at the ELC, such as ID Cards, immunizations and health, and immigration policies, ELC advisors, RIT computer account, class schedules and the Student Information System (SIS), health insurance, and ELC activities program.

Ongoing Orientation

The Interactions class (ELCA 50) provides students orientation while they are fully enrolled in the ELC program.

Exit Orientation

This happens individually or in small as students prepare to leave the ELC for study at RIT. Topics include procedures for leaving the ELC and/or transferring to RIT or another institution.

ELC Advisor

The ELC Advisor helps students' successful progression through the ELC program and assist their academic assimilation to campus life and cultural adaptation to life in Rochester and the United States. The ELC Advisor does the following:

- Explains placement and progression through the program
- Monitors progress reports and attendance and meet with students when there are concerns
- Advises students about their academic progress
- Assists students in developing solutions to any problems related to their academic progress
- Assists students in solving personal problems brought to us by the students or others
- Directs students to appropriate sources of information and help
- Advocates for students by connecting with appropriate individuals and entities for support
- Communicates with sponsoring agencies and others about student progress, if necessary
- Works with students and teachers to resolve issues
- Works with the ELC Designated School Official (DSO) to answer advisee's questions on immigration status, legal issues, medical concerns, and/or student conduct

Students can meet with the ELC advisor about all questions or problems by:

- Asking for an appointment at the Front Desk
- Emailing their advisor
- Calling the ELC to speak with their advisor
- Students can consult the ELC advisor about all questions or concerns

Student Life

ELC Engagement

ELC Activities: The ELC offers many exciting and interesting activities and cultural trips throughout the semester. Students can also attend holiday parties, concerts, picnics, and RIT and local sporting events. Some trips and activities include skiing, ice-skating at the RIT ice rink, local museums, and Rochester community events.

ELC Conversation Partners: This is a program where ELC students sign up to meet for one hour a week with a native English-speaking student so you can practice your English. You can also learn about American culture and engage in life on campus.

RIT Clubs: RIT has many clubs on campus. Some examples are the Muslim Student Association, Anime Club, Chess Club, and so much more. A list of clubs and organizations at: campusgroups.rit.edu/login.

ID Cards

Students must get an RIT ID card at the Registrar's Office (Eastman 1st Floor) and bring their Passport, 1-20, or D82019.

Students should keep their ID card on them at all times. ID Cards are used to:

- Make on-campus purchases, including vending machines
- Enter residence halls
- Enter the Student Life Center (gym)
- Check-in to RIT events
- Receive student discounts at select locations off-campus
- Pay for food at select off-campus locations in Rochester
- Protect your money from theft

Computer Account Information

Students are given an RIT computer account with a username and temporary password. All students at the English Language Center MUST activate their RIT computer account by connecting their computer to the RIT system and WiFi at start.rit.edu.

Students need this account for the following:

RIT EMAIL: rit.edu/its/services/email

- Receive important notices from the ELC and RIT offices
- Email RIT instructors, professors, and staff
- Receive information about tuition and bills

- The RIT e-mail account can be forwarded to your "Yahoo", "Gmail", or any other email account

Student Information System (SIS) – sis.rit.edu

- Update contact information
- See course schedule
- See final grades
- See financial information

MyCourses (Course management system) – mycourses.rit.edu

- See assignments
- Post assignments
- Communicate with instructor
- Access course content
- Receive assignment feedback

The Wallace Center (RIT Library) – library.rit.edu

- Access databases
- Access Catalogs
- Communicate with librarians
- Online research resources
- Reserve study rooms
- Borrow books and laptops

Campus Groups

- Join clubs and organizations
- See calendar of events
- Sign-up for events

Getting Around

ELC Housing Options

On-Campus Housing

- Students can contract for housing in residence halls or apartments on campus
- Housing contracts are for one academic year (August-May)
- To check out on-campus housing, see the Housing Operations Office
- Students must follow the terms of the housing contract
- A penalty fee will be charged to the student if the contract is broken, room keys are not returned, or if students improperly check out

Off-Campus Housing

- Students are responsible for finding their own off-campus housing
- For off-campus housing information see ELC front desk

Tiger Bucks

Tiger Bucks are a valuable and convenient debit account accessed through the RIT ID card and is available to all RIT students, faculty, and staff. Over 75 on and off campus locations accept Tiger Bucks for a number of services and products.

- Used at all Dining Services' locations and vending machines for meal and grocery purchases
- Used for purchases at any of RIT's retail locations including Barnes & Noble @ RIT (campus bookstore), the Digital Den (electronics store), Shear Global Salon (hair, nail, and tanning services), post office, HUB print center, and Shop One2 (art gallery and original craft boutique)
- Used for a number of other on-campus services including program kits, printing, mailing, event tickets, fees and charges, and recreational and retail facilities
- Used to purchase gifts for a friend or professor – or treat them to a delicious meal!
- Reduces the need to carry cash, checks, and multiple cards
- Tiger Bucks can be deposited anytime throughout the year and your account is updated in real time, allowing you to view your balance at any time
- Perfect to use for purchases at dining locations that have cashless hours

Food Debit

Used to purchase nonperishable groceries and food items only. Avoid taxes on food purchases using food debit in RIT Dining Services location, including vending machines.

Any unused food debit balances at the end of fall semester will rollover 100% into spring semester. All funds must be used by the end of spring semester.

Parking & Transportation Campus

Cars and Parking

- All students must register their car within ten days of arriving on campus
- Students can register their car online at: rit.t2hosted.com/cmn/index.aspx
- The student does not need to be the owner of the car to register it. If the car is not registered within ten days, the student must pay a fine

Public Transportation

There is an RIT shuttle and bus service available for all RIT students.

- To download the RIT application: Search RIT in Google Play or the Apple Store
- See this link for all shuttle and bus times: rit.edu/fa/facilities/pats/transportation/bus.html

Involvement & Student Resources

Social Media

Facebook & Instagram

The ELC Facebook page is a great way to see regular updates. To join our Facebook page, search English Language Center at RIT. Information about ELC activities and photos from the activities will be posted on this page.

Facebook: @ELCatRIT
Instagram: @elc_rit

Spirituality & Religious Life

Spirituality & Religious Life at RIT cultivates engaged and vibrant religious, secular, and spiritual communities on campus that explore deep questions of purpose, meaning, and value.

Chaplains and communities serving various world religions and spiritual traditions are available.

For more information, visit the Spirituality & Religious Life website: campusgroups.rit.edu/srl/home/

Health & Safety

Student Health Center (SHC)

Services offered by the RIT Student Health Center are available to all students:

- Full-time undergraduate students at RIT must pay the Student Health Fee each term
- Part-time students, graduate students, and students on co-op can choose to: Pay the fee for the term -or- Pay a fee for service at each visit
- The health fee covers unlimited office visits and many of the basic services students may need

- There are additional charges, payable at the time of the visit, for immunizations, some supplies (i.e. crutches, splints), certain in-house laboratory tests, and prescription medications purchased within the Health Center
- The SHC does not accept insurance and cannot bill student accounts. Cash, check, 'Tiger Bucks', Visa, and MasterCard are accepted methods of payment at the SHC
- Students are given a receipt which may be submitted to their insurance company for reimbursement, if applicable

For more information, visit the Student Health Center's website: rit.edu/studentaffairs/studenthealth/

Insurance

- All students must carry insurance to cover services provided outside the SHC, such as: referrals for specialty doctors, lab tests, x-rays, urgent care, or emergency room visits
- International students are automatically charged for the Aetna Student Accident and Sickness Plan through RIT
- Students may carry private insurance provided by a spouse, parent, or a sponsor- these students can waive the RIT insurance plan in this case: universityhealthplans.com/secure/

Visiting the Student Health Center (SHC)

- Make an appointment ahead of time, if possible (not during class time unless it's an emergency)
- Students can walk-in without an appointment, but may not be able to see a medical professional immediately
- Students should know the name of their insurance company
- Bring a copy of the insurance card to every SHC appointment
- Know the basics of what the insurance covers
- Keep a copy of all forms, tests, or immunizations
- Know how to obtain claim forms to submit to insurance company

Public Safety & Safety Tips

Public Safety

- For ambulance and police emergency, call 911 (When off campus)
- For an on-campus emergency: 585-475-3333
- Public Safety can also be reached through text message: 585-205-8333
- For Public Safety escort late at night or other non-emergency concerns: 585-475-2853 or cscps@rit.edu
- Blue-lighted phones on many buildings are for contacting Public Safety. Open the door, pick up the phone, and someone from Public Safety will answer immediately
- In case of serious personal or health emergency, please notify the Associate Director of the English Language Center

Safety Tips

- Always lock the door to your apartment or dormitory room. Always carry your keys and ID card with you
- Get a bank account for large amounts of cash
- For a short stay in the United States, obtain travelers' checks
- Do not invite strangers into your room
- Call the Public Safety escort service (585-475-2853) if you are walking alone at night
- Do not leave expensive items in your car or in an unlocked room
- Never leave your bag or books unattended in public places like the library, gym, or cafeteria. Always carry them with you

If you see any unsafe or dangerous activity, call Public Safety at 585-475-3333 or use the blue light phones. Off-campus-dial 911.

Rights and Regulations

RIT Non-Discrimination Statement

RIT does not discriminate. RIT promotes and values diversity within its workforce and provides equal opportunity to all qualified individuals regardless of race, color, creed, age, marital status, sex, gender, religion, sexual orientation, gender identity, gender expression, national origin, veteran status, or disability.

The Title IX Coordinator has overall responsibility for the university's institutional compliance with Title IX. Any person with a concern about the university's handling of a particular matter related to sex or gender-based discrimination or harassment should contact:

Stacy DeRooy
Director of Title IX and Clery Compliance

Title IX Coordinator

171 Lomb Memorial Drive
Rochester, NY 14623
585-475-7158
Stacy.DeRooy@rit.edu
www.rit.edu/titleix

Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made regardless whether the person reporting is the alleged victim of any conduct that could constitute sex or gender-based discrimination or harassment. Reports may be made at any time (including during non-business hours) by calling the telephone number noted above, by electronic mail, by mail to the office address listed for the Title IX Coordinator, or by filing a report on line with RIT's Title IX Office.

The U.S. Department of Education, Office for Civil Rights (OCR) is a federal agency responsible for ensuring compliance with Title IX. OCR may be contacted at 400 Maryland Avenue, SW, Washington, DC 20202-1100, (800) 421-3481.

Code of Conduct

All Students must follow the Student Code of Conduct from their first to last year of study at the University. Behaviors that are inappropriate and do not support the

university's mission are included here: rit.edulstudentaffairs/studentconduct/conduct-process/standardsof- conduct.

Student Honor Code

The Honor Code includes other RIT policies and procedures which are listed in this site: rit.edu/academicaffairs/policiesmanual/p030.

Complaint Process

If a student has a concern regarding an instructor or grade, first the student should schedule an appointment to talk with the instructor. If the issue is not resolved, the student can request a meeting with the Director or with the Director and the instructor together. Formal grade disputes are handled according to RIT Governance Policy D17.0.

If a student has a concern regarding placement, other students, or about any other matter, the student should approach an ELC advisor for advice and assistance. If the problem is not solved, the student can request a meeting with the director and the advisor. Regarding issues of student conduct, ELC students follow the RIT Policy D18.0 Student Conduct process. Note that a complaint against a student may only be filed by a Student Conduct Officer after review of the case.

Formal complaints are handled according to RIT university governance. If a matter within the ELC is not resolved upon discussion with the ELC director, a student may write a grievance letter to request review by an ad hoc grievance committee consisting of one ELC instructor and two RIT officials or faculty members external to the ELC such as International Student Services officials or Student Conduct Officials.

Maintenance of Visa Status

Attendance

Attendance is necessary to learn a language. Students are expected to have regular attendance and make satisfactory progress towards their academic goals. Absences includes absences for all possible reasons.

- The ELC attendance policy is included in the course syllabus for each class
- Teachers may allow make-up work for an absence

US government regulations regarding student visas require that a student is "making normal progress" to remain in status. An important part of making normal progress in an intensive language program is regular attendance. Students not regularly attending their classes may fall out of status in terms of the requirements of their student visa.

Intensive English Language programs in the US commonly adopt a 20% absence rate as the threshold for a student not making progress. The English Language Center considers a student falling below 80% attendance as unable to make normal progress in the program. Students falling below 80% attendance will be out of status both in regards to their status in the program and their status as student visa holders.

Full-Time Students

- After missing 20 class hours, a student receives an e-mail warning about their attendance
- After missing 40 hours of class, a student is placed on probation and must sign a letter of understanding
- After missing 60 hours of classes, a student is suspended from the program
- Suspension from the program may result in immediate termination of a student's SEVIS record. Students whose SEVIS record has been terminated have 15 days to leave the country

Students with special concerns should consult with an ELG Advisor for appropriate options.

Maintaining Student Visa Status

Students with an F1and J1 visa are responsible to maintain their status with US Immigration by:

- Keeping a valid passport
- Renewing the 1-20 (or DS-2019) at least 45 days before it expires (by visiting the ELG or ISS)
- Maintaining full-time status as a visiting student (20 hrs/week for ESL studies, different for RIT-enrolled students)
- Not withdrawing from academic courses without permission from ISS
- Working no more than 20 hrs/week (40 hrs during breaks) on campus

- Not working off campus
- Reporting new addresses on SIS or to the ELC or ISS within 10 days of moving
- Getting a new signature on page 3 of the 1-20 at least once a year
- Completing the official transfer process if moving to a different school
- Reporting to a different school within 15 days of transfer

Tuition and Program Withdrawal

ELC Tuition fees are listed by class and all full-time ELC students will have a required 'Health Center Fee.' RIT Health Insurance fee also appears on the student statement, except when the student has waived the health insurance by providing evidence of adequate alternative insurance.

All ELC students will receive an email on the first of the month to their RIT account with the subject "RIT Billing Statement" notifying them of a bill that is ready to be viewed and paid through eservices by the15th of the month to the Student Financial Services office, rit.edu/eservices/.

Individual payment plans can be arranged with the Student Financial Services Office for an additional fee.

Program Withdrawal Procedures

If a student decides to leave the ELC/RIT they must withdraw. Students:

- Complete an "Institute Withdrawal or Leave of Absence Form"
- Submit form to the ELC and/or to their RIT Academic Department
- Vacate university owned housing
- Cannot use Student Life Center facilities or check out Wallace Center materials
- May receive appropriate refunds for housing, debit, and tuition (see below)

Full Tuition Refund

- **Academic reasons:** Students sometimes register before grades from the previous term are available. If such a student later finds that he/she is subject to academic suspension, or has failed prerequisites, the student will be given a full refund upon withdrawal.
- **Active military service:** A student called to active military service during the first eight weeks of the term may receive a full tuition refund. If called after the eighth week, the student may elect to complete the course by making special arrangements with both their instructor and department, or to withdraw and receive a full tuition refund. If the student withdraws, he/she will have to repeat the course at a later date.

Partial Tuition Refund

A partial refund is made during a term, in accordance with the schedule shown below, if withdrawal/leave of absence is required for one of the following reasons:

- Illness, certified by the attending physician, causing excessive absence from classes
- Academic reasons at the request of the Institute during a term
- Transfer by employer, making class attendance impossible
- Academic or personal reasons at the request of the student, approved by the student's advisor or department representative and Student Financial Services

Schedule Refund

Students must complete the "Institute Withdrawal or Leave of Absence Form" even if they cannot receive a refund. After completing the form, the student receives a "W" grade for each class. By not completing the form, the student receives an "F" grade for each class. These grades remain on the student's transcript.

Prior to Start Date	100%
Week 1	90%
Week 2	75%
Week 3	50%
Week 4	25%
After Week 4	0%

If institutional charges are reduced due to withdrawal, financial aid programs are reimbursed before a cash refund is issued to the student. The student irresponsible for any unpaid balance at the

time of withdrawal. Aid programs are reimbursed in the following sequence: Federal Direct Loans, Perkins Loans, Federal Pell Grants. Federal SEOG, other federal aid, state aid, and institutional aid. If a credit balance still remains, the student is then issued a refund.

Questions or comments regarding institutional charge and refund structures are welcome to be submitted to Student Financial Services.

ELC Course Student Learning Outcomes

The ELC regularly reviews and reviews Student Learning Outcomes. New or revised SLOs may be implemented from time to time. Please check your course syllabus for the SLOs that apply to you.

Basic

Writing & Reading

1. **Ideation and Development** (25%):
   - Able identify main ideas and simple relationships in varied, simplified texts, and write complete sentences which use topics from texts to express one's own idea
2. **Understanding the Sources** (25%):
   - Able to ask and answer questions and respond to simple statements on academic and everyday topics in short, structured conversations
3. **Organization and Flow** (25%):
   - Able to apply new vocabulary and grammatical structures meaningfully and accurately in complete sentences, in short speaking tasks on academic and everyday topics
4. **Lexicogrammar** (25%):
   - Able to identify phonemes, word stress, and sentence-level stress and intonation, and to produce words and short complete sentences with accurate phonemes and stress

Sounds & Spelling

1. **Reception** (25%):
   - Recognize the English alphabet and discriminate between vowels consonants and phonemes in words
2. **Production** (25%):
   - Produce targeted sounds from word lists and minimal pairs
3. **Spelling** (25%):
   - Write words accurately using correct spelling from word lists and dictation
4. **Writing** (25%):
   - Be able to use learned spelling patterns in words for different purposes (e.g. to contrast minimal pairs, diphthongs)

Language Analysis

1. **Academic Text Analysis** (20%):
   - Able to identify sentence parts and selected lexico-grammatical items in a very simple or highly simplified text
2. **Interactional Text Analysis** (20%):

- Able to identify grammatical items and language structures that are important in simple conversational interaction (e.g. question and answer forms, politeness modals, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks** (30%):
   - Able to achieve a simple designated communicative goal, using a selected set of lexico-grammatical options accurately and in complete sentences
4. **Using lexico-grammar to write or speak with development and flow (**30%):
   - Able to develop a meaning across three or more connected sentences, using selected lexico- grammatical items

Beginner

Writing & Reading

1. **Ideation and Development** (25%):
   - Able to explain the connections between major ideas in a simplified text and express own connected ideas in controlled writing tasks
2. **Understanding the Sources** (25%):
   - Able to locate and explain specific information within a simplified text and write simple sentences based on the text
3. **Organization and Flow** 25%:
   - Able to identify the organization of paragraphs in a simplified text and write simple sentences in a short, cohesive paragraph
4. **Lexicogrammar** (25%):
   - Able to explain the function and meaning of selected vocabulary and grammatical structures and use these meaningfully and consistently across a variety of controlled writing tasks ("Make good sentences.")

Speaking & Listening

1. **Genres in Speaking and Listening** (30%):
   - Able to identify purpose, main ideas, supporting details in short spoken texts on academic and everyday topics, and present organized spoken descriptions, explanations, or opinions on these topics
2. **Interactional Speaking and Listening** (30%):
   - Able to identify purpose and politeness strategies in turns in spoken interaction (dialogues), and express ideas using politeness strategies in controlled interactional tasks
3. **Lexicogrammar** (20%):
   - Able to apply new vocabulary and grammatical structures meaningfully and accurately in connected sentences, with consistent control of word endings/morphology, in short speaking tasks on academic and everyday topics
4. **Pronunciation** (20%):
   - Able to identify phonemes, word stress, and sentence-level stress and intonation, and to produce words and complete, connected sentences with

accurate phonemes and stress, with special focus on morphological changes in words

Language Analysis

1. **Academic Text Analysis** (20%):
   - Able to identify selected grammatical items and sentence structures in simplified academic texts and explain the choice of forms at the sentence level. (e.g. S-V agreement or explain why this tense or word form vs. another)
2. **Interactional Text Analysis** (20%):
   - Able to distinguish among sets of grammatical items and language structures that are important in conveying politeness in conversational interaction (e.g. choosing question forms and modals, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks** (30%):
   - Able to achieve a simple designated communicative goal with some elaboration, in complete sentences, and by choosing among targeted lexico-grammatical features
4. **Using lexico-grammar to write or speak with development and flow** (30%):
   - Able to create short, meaningful paragraphs, with appropriate use of selected lexico-grammatical items and within sentences and with flow between sentences in the paragraph

Intermediate

Writing & Reading

1. **Ideation and Development** (25%):
   - Able to explain purpose, main ideas, and connections between ideas in reading and express own main ideas and connections in controlled writing tasks
2. **Understanding the Sources** (25%):
   - Able to identify elements and arguments from a reading that may be used as source ideas and develop own idea in a writing which responds to selected text(s)
3. **Organization and Flow (**25%):
   - Able to identify simple cohesive and organizational strategies in simple texts and apply these strategies to write paragraphs on focused topics with clear organization and flow
4. **Lexicogrammar** (25%):
   - Able to explain and use vocabulary, collocations, and grammar in order to build ideas and change words and sentence structures to fit different purposes ("Play with sentences")

Speaking & Listening

1. **Genres in Speaking and Listening** (30%):

- Able to explain main ideas and details in spoken academic texts and convey a coherent sequence of key ideas in spoken academic genres

2. **Interactional Speaking and Listening (**30%):
   - Able to perform interpersonal dialogic tasks in academic and general settings using selected politeness strategies (in tasks such as asking questions and follow-up questions, acknowledging and countering other's assertions, making and responding to requests)

3. **Lexico-grammar** (20%):
   - Able to convey ideas and cohesively, by using provided academic vocabulary and grammar structures accurately and meaningfully

4. **Pronunciation** (20%):
   - Able to present an idea using general and academic vocabulary with clear pronunciation and stress at word level, and with good use of stress and intonation to deliver key points in a message

Language Analysis

1. **Academic Text Analysis** (20%):
   - Able to identify lexico-grammatical features and flow in simplified academic texts and explain the purpose of the structure in context

2. **Interactional Text Analysis** (20%):
   - Able to identify lexico-grammatical features in simplified interactional texts and explain the purpose of the structure in context

3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks** (30%):
   - Able to achieve a communicative goal in simple, selected contexts, while accurately and appropriately using selected lexico-grammatical features

4. **Using lexico-grammar to write or speak with development and flow** (30%):
   - Able to express one's own ideas in a specified task, with accurate and appropriate use of selected vocabulary and grammatical structures

High Intermediate

Reading & Writing

1. **Ideation and Development** (25%):
   - Able to analyze in reading and apply in writing the development of ideas in narrowly defined contexts and specific, defined rhetorical strategies

2. **Understanding the Sources** (25%):
   - Able to analyze sources in reading and use them in writing, in way that follows guided patterns through summaries, paraphrases, or quotes for an original purpose

3. **Organization and Flow** (25%):
   - Able to analyze conventional patterns of cohesion in reading and apply these strategies to convey ideas in multi-paragraph writing

4. **Lexicogrammar** (25%):
   - Able to explain and use selected vocabulary, collocations, and grammar to elaborate or transform ideas, across a variety of contexts (varying purposes, formality, etc.) ("Play with words in paragraphs")

Speaking & Listening

1. **Genres in Speaking and Listening** (30%):
   - Able to analyze relationships (cohesion) among general and specific ideas in spoken texts and express ideas cohesively and with support in academic genres, drawing from provided source material
2. **Interactional Speaking and Listening** (30%):
   - Able to perform interpersonal dialogic tasks in academic settings with a variety of politeness strategies (e.g. using hedges, downgraders, familiarity-boosting, and indirection in tasks such as asking questions and follow-up questions, acknowledging and countering other's assertions, making and responding to requests)
3. **Lexico-grammar** (20%):
   - Able to convey both general ideas and details cohesively, by using appropriate academic vocabulary and by selecting structures and sentence types appropriate to the purpose of the spoken message. In speaking tasks, demonstrate coherency in meaning through grammar choice and accuracy in pronunciation
4. **Pronunciation** (20%):
   - Able to present ideas coherently using academic vocabulary with clear pronunciation, phrase stress and sentence stress, with regular control of rhythm and intonation

Language Analysis

1. **Academic Text Analysis** (20%):
   - Able to identify selected lexico-grammatical features and flow in academic texts and explain the purpose of these structures in context
2. **Interactional Text Analysis** (20%):
   - Able to identify selected lexico-grammatical features in interactional texts and explain the purpose of these structures in context (e.g. email chain; conversation transcript, service encounter, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks** (30%):
   - Able to achieve a set of related communicative goals in selected contexts, while accurately and appropriately using selected sets of lexico-grammatical features to clearly control topic, audience, and organization
4. **Using lexico-grammar to write or speak with development and flow** (30%):
   - Able to express and connect one's own ideas in a specified genre, with accurate and appropriate use of selected academic vocabulary and grammatical structures

Advanced

Writing & Reading

1. **Ideation and Development** (25%):
   - Able to explain relationships among complex, implicit ideas in a variety of selected genres, and develop and apply ideas in prompts and problems defined by the instructor
2. **Understanding the Sources** (25%):
   - Able to explain source use and their purposes in readings and integrate and use sources for a variety of purposes in their own writings
3. **Organization and Flow** (25%):
   - Able to explain the organization of a variety of text types and apply a variety of cohesive strategies to convey ideas in writing
4. **Lexicogrammar (**25%0:
   - Able to express concepts and relationships in academic domains through accurate and varied vocabulary, collocations, and grammar, with appropriate interpersonal choices (formality, friendliness, etc.) ("Show off you know the best words for a fancy concept")

Speaking & Listening

1. In various listening texts, identify and explain connections among ideas which allow the student to express the author's and his own point of view on the topic.
2. In 10-12 minute presentations, demonstrate ability to incorporate academic sources and support for a thesis.
3. In 10-12 minute spontaneous academic discussions, interact with fluency (i.e. hesitations are not distracting) and accuracy on a variety of academic topics and social settings, including paraphrasing and summarizing.
4. Apply academic vocabulary and collocations in context and collocations from the Academic Word List in speaking tasks.
5. Use accurate grammatical structures in speaking tasks.
6. Produce clear speech by implementing segmentals and suprasegmentals.

Language Analysis

1. **Academic Text Analysis** (20%):
   - Able to analyze and explain the interdependence between genre-specific content and selected lexico-grammar features in and across academic texts
2. **Interactional Text Analysis** (20%):
   - Able to analyze and explain the interdependence between the content and selected lexico-grammatical features in and across interpersonal texts (e.g. email chain; conversation transcript, service encounter, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks** (30%):
   - Able to achieve a set of related communicative goals, in a variety of selected contexts, while accurately and appropriately using a range of complex

academic vocabulary and grammatical structures (e.g. re-organize a multi-part text for a different audience or purpose)

4. **Using lexico-grammar to write or speak with development and flow** (30%):
   - Able to express, elaborate, and connect one's own ideas in a specified genre, with accurate and appropriate use of varied academic vocabulary and grammatical structures

Academic English (undergraduate exit level)

Writing & Reading

1. **Ideation and Development** (25%):
   - Able to develop and support an original position that clearly expresses its own stance, through a process where authorial perspectives and positions in scholarly articles are analyzed and synthesized
2. **Understanding the Sources** (25%):
   - Able to support ideas for one's own authorial purpose through well-chosen citations, in a way which demonstrates an awareness of a variety of scholarly purposes and uses of citation and which clearly distinguishes own ideas from source material
3. **Organization and Flow** (25%):
   - Able to write with cohesion (at lexical, sentence, and discourse level), demonstrating understanding of conventional rhetorical moves and formats appropriate to the genre of the writing
4. **Lexicogrammar** (25%):
   - Able to build meaning cohesively in writing by using varied and appropriate vocabulary and grammatical structures, in a way that fits the purpose and genre of the writing

Speaking & Listening

1. **Genres in Speaking and Listening** (30%):
   - Able to analyze and convey developed, complex ideas in spoken academic genres, distinguishing ideas clearly and critically from multiple other points of view
2. I**nteractional Speaking and Listening** (30%):
   - Able to perform complex spoken interpersonal tasks in order to elaborate and develop ideas in discussion or control flow of discussion. (e.g. paraphrasing for understanding, responding positively to critique, chairing a meeting)
3. **Lexico-grammar** (20%):
   - Able to choose and use vocabulary and grammar appropriate for academic communication in a variety of genres and in order to express particular stance, tone, emphasis, and style
4. **Pronunciation (**20%):
   - Able to present ideas in academic settings with clear English and pronunciation, and in well phrased sentences by varying rhythm, stress, and

intonation to fit specific rhetorical needs (emphasis, contrast, sequence, affect)

Language Analysis

1. **Academic Text Analysis** (20%):
   - Able to analyze and explain the interdependence between genre-specific content and lexico-grammar in a variety of academic texts, through independent work
2. **Interactional Text Analysis** (20%):
   - Able to analyze and explain the interdependence between the content and lexico-grammar in a variety of interactional genres (e.g speeches, rich conversations; interviews, etc), through independent work
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks (**30%):
   - Able to achieve a (specified) multi-step communicative goal with complicating or conflicting sub-goals, while accurately and appropriately using complex academic vocabulary and grammatical structures
4. **Using lexico-grammar to write or speak with development and flow** (30%):
   - Able to express, elaborate, and connect one's own ideas in a specified multi-part genre, with accurate and appropriate use of a variety of complex academic vocabulary and grammatical structures

Interactions

1. **Communicative Competence** (50%):
   - Students are able to use language to exchange meanings for a real purpose. Students are able make the grammar and vocabulary choices necessary to convey (or to express their) meaning in real world contexts
2. **Socio-cultural Competence** (50%):
   - Students are able to meaningfully engage in one- off and sustained interactions through an understanding of social and cultural norms and expectations

Graduate

Writing & Reading

1. **Ideation and Development** (25%):
   - Able to write by situating one's own position among field- specific texts, through a process where authorial perspectives and positions in scholarly articles are analyzed and synthesized
2. **Understanding the Sources** (25%):
   - Able to demonstrate appropriate use of citations in discipline-specific writing, showing awareness of discipline-specific purposes and conventions, and which are clearly distinguishes own ideas from source material

3. **Organization and Flow** (25%):
   - Able to write with cohesion (at lexical, sentence, and discourse level), demonstrating understanding of discipline-specific patterns, rhetorical moves and formats
4. **Lexicogrammar** (25%):
   - Able to build meanings cohesively in writing by using varied and appropriate vocabulary and grammatical structures, in a way that fits field-specific purposes and genres

Speaking & Listening

1. **Genres in Speaking and Listening** (30%):
   - Able to explain the rhetorical moves of discipline – specific discourse and formats in spoken academic texts, and apply them in a variety of spoken academic genres (e.g. presentation, panel, poster-session)
2. **Interactional Speaking and Listening** (30%):
   - Able to comprehend and perform complex interpersonal tasks (e.g. paraphrasing for understanding, responding positively to critique, chairing a meeting) and elaborate own ideas in discussion
3. **Lexicogrammar** (20%):
   - Able to choose and use vocabulary and grammar appropriate to field-specific topics, and in order to express particular stance, tone, emphasis, and style
4. **Pronunciation** (20%):
   - Able to present ideas in appropriate and field-specific vocabulary with clear English and pronunciation, and in well phrased sentences by varying rhythm, stress, and intonation to fit specific rhetorical needs (emphasis, contrast, sequence, affect)