

GEORGETOWN UNIVERSITY INTENSIVE ENGLISH PROGRAM



PASSPORT TO SUCCESS

*Your Guide to the Policies of the
Intensive English Program*

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IEP POLICIES AND PROCEDURES

Georgetown University is an exciting place to study, and we hope that you will come to think of it as your second home! In the Intensive English Program, you will meet interesting people, participate in a wide range of activities to develop your English ability, and learn a great deal about yourself along the way.

This booklet is your guide to the policies and procedures of the Intensive English Program. **Please read this information carefully.** Pay particular attention to the policies regarding attendance and the discussion of the program curriculum and methods of teaching. These program policies and program expectations are designed to help you learn in a positive and supportive environment. We know that learning another language is challenging, exciting, and sometimes frustrating! The faculty and staff of the IEP are here to help you as you learn and live in this new environment.

Information on F-1 Visa regulations is also included to help you maintain your Student Visa status. Be sure that you follow these regulations while you are living and traveling in the United States.

Use this booklet whenever you have questions about program policies and procedures.

Mission of the IEP

The mission of the IEP at Georgetown University is to provide quality language instruction and cultural orientation to students who require English for their academic, professional or personal needs. The program supports students with different language backgrounds and learning styles by helping them acquire:

- the ability to use English effectively when reading, writing, listening, and speaking
- the ability to communicate in culturally appropriate ways
- an awareness of the distinctive qualities of American culture in comparison with their own and other cultures



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Studying in the IEP

1. What to Expect from Your IEP Teachers

The Georgetown IEP emphasizes using English for communication purposes in academic study and in the workplace. IEP teachers are professional educators with many years of experience. They will provide:

- a course description outlining course objectives as well as classroom assignments and tasks designed to help you develop your reading, writing, speaking, and listening skills
- frequent graded assessments of your performance to determine if you are meeting course goals and learning objectives
- many opportunities for you to use English during class, on field trips, and through email and Internet
- interesting and challenging materials
- encouragement as you pursue your language study

Your teachers will encourage you to use English outside the classroom as often as possible, and they will require you to use English in different situations. The more you practice using English, the more confident you will be about your ability to communicate your ideas and opinions.



2. What Your IEP Teachers Expect from You

You have chosen to study in this program so that you can improve your English skills. Your teachers expect you to:

- attend **every** class -- and be on time
- speak English during classes
- participate in class discussions and activities daily
- produce assignments that meet course objectives
- complete assignments; come prepared for class
- comply with policies of academic honesty and integrity
- practice English outside of the classroom daily
- behave respectfully toward teachers and classmates

Class participation means contributing to class discussions, responding to teacher questions, being prepared to give presentations, and working with classmates in group activities. Students who are late for class, frequently absent, or unprepared for class will have difficulty meeting course goals and objectives. They may not be recommended to study in the program in the next semester.

Final Evaluation Project (FEP): Your Chance to Shine!

Instead of a final examination in each class at the end of the program in classes in the 16-week Intensive Academic track, your teachers will design a Final Evaluation Project for your level. In this project, you will have the opportunity to combine your language skills and use them to demonstrate that you have successfully met the course objectives for each class.

In classes in the 8-week Intensive Language & Culture track, you will complete several shorter projects, through which you show that you are meeting course objectives.

3. Attendance Policies

Daily class attendance is essential to successful language learning. You are expected to attend all classes, participate in all activities, and complete all assignments.

Teachers take attendance each day. Absences are reported to the IEP office. The Intensive English Program attendance policy requires students to attend a minimum of 85% of their class hours. In addition, students must arrive to class on time. Arriving more than 15 minutes late will be marked as an absence; arriving less than 15 minutes will be marked as “late.” Three “lates” will equal one absence.



The 16-week semester Intensive English Program has 288 class hours. 43 hours represents 15%. A student who accumulates 44 hours of absence will be dismissed from the program. Attendance is taken daily and submitted weekly. Students are given 2 warnings, the first when the number of absences reaches 20 and again when the number reaches 36.

The 8-week Intensive English Program has 140 class hours; 21 hours represents 15%. A student who accumulates 21 hours of absence will be dismissed from the program. Attendance is taken daily and submitted weekly. Students are given 2 warnings, the first when the number of absences reaches 10 and again when the number reaches 17.

If a student exceeds 15% hours of absences at any point in the term, he/she will be dismissed immediately. If you are on an F-1 student visa, your SEVIS record will be updated. You will have 15 days to transfer to another program or leave the country. If you exceed these 15 days, you are considered “out of status.”

Intensive Academic Courses

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:05	RWR	RWR	RWR	RWR	NO
10:10 – 11:15	RWR	RWR	RWR	RWR	
11:15 – 12:00	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	CLASSES
12:30 – 12:30	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	
12:30 – 1:35	Elective	ACS	Elective	ACS	ON
1:40 – 2:45	Elective	ACS	Elective	ACS	
2:45 – 3:30	<i>Study Time</i>	<i>Study Time</i>	<i>Study Time</i>	<i>Social Hour</i>	FRIDAYS
3:30 – 5:00	<i>Study Time</i>	<i>Study Time</i>	<i>Study Time</i>	<i>Study Time</i>	

***Expect to do homework a minimum of 2-3 hours per day**
NOTE: All classrooms that begin with “2” are on level C2 (the lowest level) in the SCS building.

Intensive Language & Culture Courses

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:05	Readg & Writing	Readg & Writing	Readg & Writing	Readg & Writing	NO
10:10 – 11:15	Communi- cative Grammar	Communi- cative Grammar	Communi- cative Grammar	Communi- cative Grammar	
11:15 – 12:00	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	CLASSES
12:30 – 12:30	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	<i>Lunch / Study Time</i>	
12:30 – 1:35	Integrated Skills	Integrated Skills	Integrated Skills	Integrated Skills	ON
1:40 – 2:45	Integrated Skills	Integrated Skills	Integrated Skills	Integrated Skills	
2:45 – 3:30	<i>Study Time</i>	<i>Study Time</i>	<i>Study Time</i>	<i>Social Hour</i>	FRIDAYS
3:30 – 5:00	<i>Study Time</i>	<i>Study Time</i>	<i>Study Time</i>	<i>Study Time</i>	

***Expect to do 2-3 hours of homework per day**

NOTE: All classrooms that begin with “2” are on level C2 (the lowest level) in the SCS building.

4. Health Insurance

Medical costs in the U.S. can be very expensive. If you visit a doctor, you will need to have medical insurance to help you pay your bill. All IEP students must have health insurance. Georgetown University **automatically enrolls** F1-visa IEP students in a special short-term accident and sickness insurance plan. The cost for this insurance plan is **automatically charged** to your account each term. Coverage begins about a week before the start of the program and continues for about a week after the program ends. **Family insurance coverage is not available for spouses or children.**

For more information on health insurance, please visit the Student Health Insurance page on the Georgetown University website (<https://studenthealthinsurance.georgetown.edu/>).

5. Meeting Program Requirements

Students must attend all 16 weeks of classes in the Intensive Academic Program and all 8 weeks of classes in the Intensive Language & Culture Program, including summer, to complete the program.

IEP tuition and fees must be paid during the first week of the term. Students will be charged a monthly late fee if program fees are not paid on time. In special cases, students may arrange a payment plan through the Student Finance Office. Students may not enroll in the next term if they have any unpaid fees, and they do not receive a program certificate. If you are sponsored by your government, it is your responsibility to submit your financial guarantee to the English Language Center by email.

6. Being Late to Class – It Is NOT Acceptable

Being on time is a sign of respect in the American classroom; therefore, be sure to arrive on time for each class. When you arrive late, you miss important parts of the class and interrupt your teacher and classmates. If you are late, enter the classroom quietly and take your seat. Do not talk to your friends or interrupt the teacher. If you are more than 15 minutes late, your instructor will mark you as absent.

7. Grades

During the program, your teachers will evaluate your classroom performance frequently to determine if you are meeting the course goals and objectives. Evaluation of your work is based on written assignments, tests and quizzes, presentations, and projects that demonstrate your ability to use English effectively. You will receive a Midterm Grade Report at the halfway point of the program, and a Final Grade Report at the end of the program. The Final Grade Report will include a grade for each course and one combined program grade, which is called the Certificate Grade.



Each course grade is based on your:

1. performance on daily in- and out-of-class assignments, graded quizzes and tests, writing samples, reading tasks, and group projects;
2. achievement of the Performance Objectives identified for your level in the Course Description and Syllabus given to you in each class (see pages 17-22 for Level Proficiency Scales for the Academic and the Language & Culture track);
3. active participation in class (discussions, presentations, group activities).

Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

IEP Certificates are awarded to students whose Certificate Grade is **C** (70-79) or higher. Students receiving Certificate Grades of D or F do not receive a program certificate and are usually not permitted to re-enroll in the program (see also policy 10 on p. 14).

8. Advancement to the Next Program Level

Intensive Academic Program and Intensive Language & Culture Program: Advancement to the next level requires that a student earn 75% or higher overall in all courses combined.

Note: Students who are placed in *combined level classes* advance based on their *actual placement level* (which they will be informed about when they received their class schedule), not the next higher level of the combined class. Example: A student whose placement scores place him/her in level I but is enrolled in a combined Intensive Language & Culture I & II level will advance to level II, which may also be a combined level I & II class.

9. Student Complaints – Solving Problems

If students have concerns or problems with an IEP class, they should speak directly to the teacher about their concerns. IEP teachers welcome your ideas and value your opinions and, in many situations, concerns are easily settled. Occasionally, a student may have a more serious complaint that he/she feels is not resolved through student-teacher discussion.

The following procedure should be followed to register a course complaint:

1. Request an appointment to meet with the IEP Associate Director, Mandy Kama, who will ask you to fill out a Student Complaint Form.
2. After reviewing your complaint and discussing it with you, the Associate Director will notify you of any action to be taken to resolve the problem.
3. Decisions made by the Associate Director to resolve a problem or complaint are final.

Along with the policies of the IEP, IEP students are governed by Georgetown University policies and codes of conduct for students. Details about students' rights and responsibilities can be found on the Georgetown University website: <https://studentconduct.georgetown.edu/>.

Ask your teacher if you need help understanding IEP or Georgetown program policies.

10. Continuing in the Program Next Semester

Many IEP students want to study in the program for more than one semester. To continue studying in the IEP, students must demonstrate improvement in their language ability. Many students progress to the next level of the program after one term. However, some students may need to repeat a course level in order to meet the goals and objectives of the level. Students who are required to repeat a level will take longer to complete their period of study in the program than those who progress to the next level after one term. **A student may not study in any one level of the program for more than two sessions.**

Applying for the Next Semester

Several weeks before the end of the program, you must attend a mandatory student meeting to inform the Assistant Director of Enrollment Management of your plans when you complete the program. If you require a new I-20, you must also submit new financial support documents along with the application and the \$200 tuition deposit. Schedule an appointment with the IEP Assistant Director of Enrollment Management if you have questions about the process. Admission to the next semester is not guaranteed. Students may be denied re-admission to the program if their class performance and/or attendance is unsatisfactory. (See policies on pages 8 and 11).

IMPORTANT: If you plan to register for the next term, you must meet with the Assistant Director of Enrollment Management before the expiration date on your I-20. *If your I-20 expires, it is not*

possible to issue you an “extension of study” which would allow you to continue in the program.



IEP Student Vacation Policy/Procedure

Students who have studied in the IEP during the 16-week fall and spring terms in the Intensive Academic Program and during the 8-week fall and spring terms in a given academic year are eligible for a vacation period at the conclusion of the *two* 16-week terms or the *four* 8-week terms of study, provided that they plan to return to the IEP after the summer. Students who want to remain in the United States during the summer, but not enroll in a course of study, and return to the IEP in the fall must complete a Vacation Request Form and submit the form to the IEP Assistant Director of Enrollment Management.

11. Withdrawing from the IEP

To withdraw from the IEP, a student must notify the IEP Associate Director or Assistant Director of Enrollment Management in writing. Tuition refunds are calculated from the date the withdrawal letter is received. No refund is given for the application fee, laboratory, activities and recreation fees, or health insurance if a student withdraws after the first week of the program.

The complete IEP refund policy and schedule is available in the IEP Office and online at the following site: <https://elc.georgetown.edu/>. Students can expect to receive their tuition refunds four to six weeks after exiting the program.

Intensive English Program Refund Schedule

Withdrawals and Refund Policy – *Intensive English Program*

16-Week Fall and Spring Intensive Academic English Program

- Prior to the first day of the session: full tuition refund minus deposit
- During the first 5 working days of the session: full tuition refund minus deposit
- During the 6th - 10th working days of the session: 75% of tuition
- During the 11th - 15th working days of the session: 50% of tuition
- After the 15th working day of the session: no refund

8-Week *Intensive Language & Culture* and *Intensive Professional English Programs*, *Summer Intensive Academic English Program*

- Prior to the first day of the session: full tuition refund minus deposit
- During the first 5 working days of the session: full tuition refund minus deposit
- During the 6th–10th working days of the session: 50% of tuition
- After the 10th working day of the session: no refund

Withdrawals and Refund Policy – 3-Week *American Conversational English Program*

- Prior to the first day of the session: full tuition refund minus deposit
- After the first working day of the session: no refund

***First day of the session is the first day of Orientation**

12. Exit Level Proficiency Scale

Exit Level Proficiency Scale - Intensive Academic

Skills	Intensive Academic I	Intensive Academic II	Intensive Academic III
Listening and Note-Taking	<p>1. Demonstrate comprehension of adapted and selected authentic speech in live or recorded sources of varying lengths on a range on concrete and accessible topics, provided speech is clearly articulated and explicitly sign-posted.</p> <p>3. With instructor guidance, take notes for a variety of tasks.</p>	<p>1. Demonstrate comprehension of authentic and adapted speech in live or recorded sources of varying lengths on a range on concrete and abstract topics, even in speech that may not be clearly structured and explicitly sign-posted.</p> <p>With limited instructor guidance, take notes for a variety of tasks.</p>	<p>1. Demonstrate comprehension of authentic speech in live or recorded sources of varying lengths on complex, dense, abstract topics, even when speech is not clearly structured and when relationships are only implied and not signaled explicitly.</p> <p>Effectively take notes (that could be useful to other people) for a variety of tasks..</p>
Interactive Listening/ Speaking	<p>1. Demonstrate comprehension of interlocutors in academic and social interactions on complex abstract subjects and of varying lengths.</p> <p>2. Make active use of select verbal and non-verbal strategies appropriate to the context to participate in these speech events and to manage these interactions..</p>	<p>1. Demonstrate comprehension of interlocutors in academic and social interactions on a range of concrete and abstract subjects and of varying lengths.</p> <p>2. Make active use of a variety of verbal and non-verbal strategies appropriate to the context to participate appropriately in these speech events and to manage these interactions..</p>	<p>1. Demonstrate comprehension of interlocutors in academic and social interactions on complex abstract subjects and of varying lengths.</p> <p>2. Make active use of a wide variety of verbal and non-verbal strategies appropriate to the context to participate effectively and appropriately in these speech events and to manage these interactions.</p>
Oral Presentations	<p>1. Prepare and deliver clear and well-structured presentations (e.g., poster presentations, individual/group presentations) of up to 7-10 minutes on a</p>	<p>1. Prepare and deliver clear and well-structured presentations (e.g., poster presentations, individual/group presentations) of up to 10-12 minutes on a variety of subjects.</p>	<p>1. Prepare and deliver clear and well-structured presentations (e.g., poster presentations, individual/group presentations, panel presentations) of up</p>

	<p>range of familiar subjects.</p> <p>2. Select and organize information from sources provided by instructor and/or self-selected, and with guidance, distinguish own ideas from information borrowed from spoken and written sources in speech and in visual aids.</p>	<p>2. Select and organize information from a variety of authentic and/or adapted sources, and distinguish own ideas from information borrowed from spoken and written sources in speech and in visual aids.</p>	<p>to 15-20 minutes on complex subjects.</p> <p>2. Select and organize information from a variety of authentic sources, and clearly distinguish own ideas from information borrowed from spoken and written sources in speech and in visual aids.</p>
Reading	<p>1. Demonstrate comprehension of adapted and selected authentic texts of varying lengths and genres and with explicit discourse markers</p> <p>4. With instructor guidance, annotate and take notes from readings for use later in course activities</p> <p>5. With instructor guidance, identify and make connections between relevant ideas in selected source readings on the same topic for use later in course activities</p>	<p>1. Demonstrate comprehension of authentic and selected adapted texts of varying lengths and genres, provided that organization is reasonably clear</p> <p>4. With limited instructor guidance, annotate and take notes from readings for use later in course activities</p> <p>5. With limited instructor guidance, identify and make connections between relevant ideas in selected source readings on the same topic for use later in course activities</p>	<p>1. Demonstrate comprehension of authentic texts of varying lengths and genres even when text is not clearly structured and when ideas are only implied and not signaled explicitly</p> <p>4. Annotate and take notes from readings for use later in course activities.</p> <p>5. Identify and make connections between relevant ideas in multiple source readings on the same topic for use later in course activities.</p>
Writing	<p>2. Compose a variety of texts on a range of familiar subjects (including summaries, essays, reviews, descriptive reports, reactions to readings and other sources, discussion board postings, online correspondence, and ~4-5-page</p>	<p>2. Compose a variety of texts on a variety of subjects (including summaries, expository essays, discussion board postings, short research papers, descriptive reports, critical reactions to readings and other sources, essay</p>	<p>2. Compose well-structured texts on complex subjects (including summaries, expository essays, discussion board postings, research papers, descriptive and persuasive reports, critical reviews, essay exams, annotated</p>

	<p>papers) following conventional organizational patterns and with limited and guided use of sources provided by instructor and/or self-selected.</p> <p>4. With guidance, distinguish own ideas from information borrowed from spoken and written sources by using limited discourse signals and using a simplified system of citation and documentation. With instructor guidance, revise writing .</p>	<p>exams, online correspondence) and research-based papers (~6-8 pages) following conventional organizational patterns and with guided use of authentic and/or adapted sources.</p> <p>. Distinguish own ideas from information borrowed from spoken and written sources by using basic discourse signals and using a standard system of citation and documentation, such as APA or MLA, with guidance.</p> <p>With some instructor guidance, revise and edit writing.</p>	<p>bibliographies, online correspondence) and research-based papers (~8-10 pages) following conventional organizational patterns and with effective use of authentic sources. Clearly distinguish own ideas from information borrowed from spoken and written sources by using a range of discourse signals and a standard system of citation and documentation, such as APA or MLA.</p> <p>Independently revise and edit writing.</p>
<i>Recommended Progression</i>	<p>Students who complete Int Acad I Level Performance Objectives by earning a grade of B (80-89%) in the Reading/Writing course and an overall B (80-89%) average are recommended for study at the Int Acad II Level.</p>	<p>Students who complete Int Acad II Level Performance Objectives by earning a grade of B (80-89%) in the Reading/Writing course and an overall B (80-89%) average are recommended for study at the Int Acad III Level.</p>	<p>Successful achievement of the Int Acad III Level Performance Objectives by earning a grade of B (80-89%) in the Reading/Writing course and an overall B (80-89%) average indicates language ability to study in most academic settings (or to work in most professional settings).</p>

Exit Level Proficiency Scale - Intensive Language & Culture

Skills	Intensive Language & Culture I	Intensive Language & Culture II	Intensive Language & Culture III	Intensive Language & Culture IV
Inter-active Listening/ Speaking	Understand and use formulaic and functional expressions to participate effectively and appropriately in a variety of social, survival, and basic situations.	Understand and use formulaic and functional expressions to participate effectively and appropriately in conversations and discussions.	Understand and use formulaic and functional expressions to participate effectively and appropriately in conversations and group discussions.	Understand and use formulaic and functional expressions to participate effectively and appropriately in conversations and longer group discussions.
Listening Comprehension	Demonstrate understanding of topics and main ideas and listen selectively for specific information like dates, times and selected facts in adapted sources, selected authentic sources, and face-to-face communication.	Demonstrate understanding of topics and main ideas and listen selectively for specific information like time sequences, and other selected points in adapted sources, selected authentic sources, and face-to-face communication, recorded audio and video sources, including class lessons, discussions, conversations, short talks, and oral reports.	Demonstrate understanding of topics and main ideas and listen selectively for specific information in adapted sources, selected authentic sources, and face-to-face communication, recorded audio and video sources, including class lessons, discussions, conversations, short talks, and oral reports. Take simple notes of topics, main ideas and specific information while listening.	Demonstrate understanding of topics and main ideas and listen for specific information in adapted sources, selected authentic sources, and face-to-face communication, recorded audio and video sources, including class lessons, discussions, conversations, short talks, presentations, interviews, and humorous or sarcastic comments/conversations. Take simple notes of topics, main ideas and specific information while listening.
Oral Reporting	Present ideas and information as a member of a group and	Present ideas and information as a member of a group and	Select and organize information from adapted and	Select and organize information from authentic visual,

	<p>individually for a variety of activities. Identify problematic areas in one's own speech delivery.</p>	<p>individually for a variety of activities. Identify problematic areas in one's own speech delivery.</p>	<p>selected authentic visual and spoken sources and personal experience to prepare oral reports and presentations of approximately three to five minutes.</p>	<p>spoken, and textual sources, personal experience, and web sites to prepare short oral reports and presentations of approximately seven to ten minutes, as a member of a group and individually.</p>
Reading	<p>Demonstrate understanding of topics, basic organization, main ideas, and supporting ideas in adapted texts. Annotate and highlight selected information in texts. Follow short, simple written directions.</p>	<p>Demonstrate understanding of topics, organization, main ideas, supporting ideas, conclusions, and facts versus opinions in adapted texts, or short, carefully-selected authentic texts. Annotate and highlight selected information in texts. Select information from texts, in controlled activities, when supporting ideas in discussion or writing. Follow short, simple written directions.</p>	<p>Demonstrate understanding of topics, organization, main ideas, supporting ideas, conclusions, and facts versus opinions in adapted texts or carefully-selected authentic texts. Take short notes, in controlled activities, on selected information from texts. Select information from texts, in controlled activities, when supporting ideas, making inferences, and drawing conclusions in discussion or writing. Follow written directions.</p>	<p>Demonstrate understanding of topics, organization, main ideas, supporting ideas, conclusion, and facts versus opinions in adapted or authentic texts. Increase reading efficiency (rate with comprehension) by using a variety of techniques in controlled activities. Take notes, in controlled or independent activities, on selected information from texts. Select information from texts, in controlled or independent activities, when supporting ideas, making inferences, and drawing conclusions in</p>

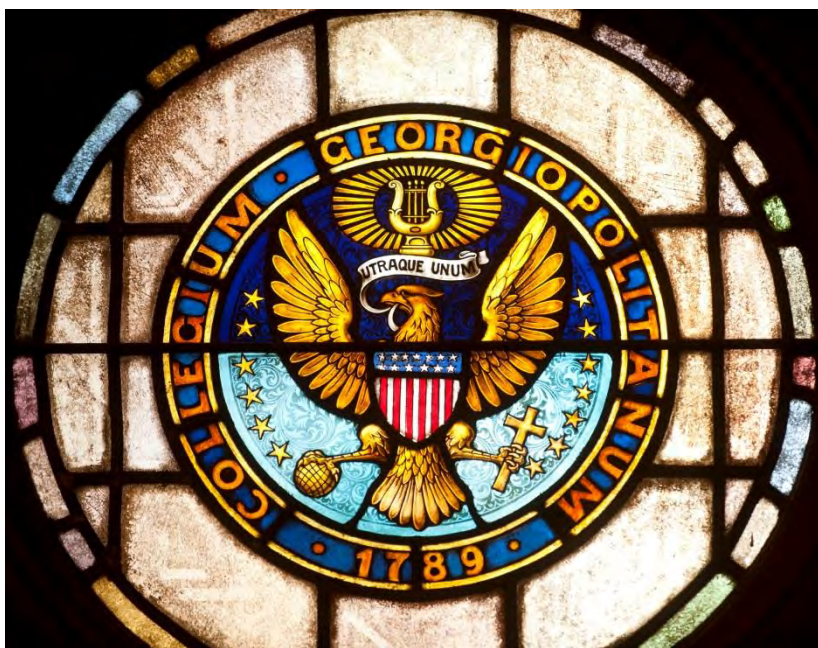
				discussion or writing Follow written directions.
Writing	Write a variety of descriptive and explanatory paragraphs. Select and organize information about familiar topics from a variety of sources provided by instructor and/or self-selected. Revise and edit writing in controlled activities.	Write a variety of descriptive, explanatory, and persuasive single or multi-paragraph compositions. Select and organize information from a variety of sources provided by instructor and/or self-selected. Revise and edit writing in controlled activities.	Write a variety of descriptive, explanatory, and persuasive single or multi-paragraph compositions, including guided summaries. Select and organize information from a variety of sources provided by instructor and/or self-selected and credit those sources appropriately. Revise and edit writing in controlled activities and independently.	Write a variety of descriptive, explanatory, and persuasive multi-paragraph compositions, including guided summaries and discussion board or blog-style postings. Select and organize information from a variety of sources provided by instructor and/or self-selected and credit those sources appropriately. Revise and edit writing in controlled activities and independently.
<i>Recommended Progression</i>	Students who complete Intensive Language & Culture I Performance Objectives by earning an overall B (80-89%) average are recommended for study at the Intensive Language & Culture II level.	Students who complete Intensive Language & Culture II Level Performance Objectives by earning an overall B (80-89%) average are recommended for study at the Intensive Language & Culture III level.	Successful achievement of the Intensive Language & Culture III Level Performance Objectives by earning an overall B (80-89%) average are recommended for study at the Intensive Language & Culture IV level.	Successful achievement of the Intensive Language & Culture IV Level Performance Objectives by earning an overall B (80-89%) average are recommended for study at the Intensive Academic or Professional tracks.

13. Program Dismissal

Students enrolled in the IEP at Georgetown University are expected to follow all of the policies outlined in this booklet and those outlined by individual instructors in their course syllabi. Students who fail to comply with program academic policies, or who fail to pay program tuition and fees, may be dismissed from the program. A student who is dismissed will have his/her SEVIS record updated. You will have 15 days to transfer to another program or leave the country. If you exceed these 15 days, you are considered “out of status.”.

14. University Transcripts and Grade Reports

The IEP office will provide you with a verification letter of enrollment upon request. An official Georgetown University Transcript may also be obtained from the University Registrar (<https://registrar.georgetown.edu/records/ordering>). A student may request an official transcript through “MyAccess,” the online student information database.



Outside the Classroom

Not all learning takes place in the classroom! The IEP offers you additional resources and opportunities to develop your English ability while you experience living and learning in Washington, DC. Be sure to use each of these resources throughout the term!

1. Meal Plans

All students who live on the Hilltop campus are able to purchase a meal plan through their MyAccess account. Leo O'Donovan Dining Hall is the main cafeteria at the University. Students who live on campus may be automatically charged for a meal plan. To view meal plan options visit: <https://www.hoyaeats.com/meal-plans/>.

2. Extra-Curricular Activities

You will not learn English effectively if you only practice during class. The IEP offers many opportunities for you to use your English outside class, as well as to socialize with your fellow students as you explore Washington, D.C. Be sure to participate in these activities!

Social Hour

This activity, on Thursday afternoons, provides a great opportunity to practice English with your classmates and enjoy coffee and refreshments as well! Also, during this time, IEP student clubs may meet as well.

Interact D.C.

Throughout the term, guest speakers are invited to Interact D.C. Speakers discuss topics of interest to IEP students such as American culture, the arts, politics, and life in Washington, D.C. Many IEP teachers require their students to attend Interact D.C.

Mini-Workshops

Throughout the term, either during the midday break or after classes in the afternoon, IEP instructors organize and hold short (30 minute) workshops on a variety of topics related to English practice or American culture.

Access D.C. - IEP Activities Program

Activities generally include a Washington D.C. night tour, theater performances, sporting events, and musical events. Admission fees are required for most events. Activities are listed on the activities calendar for each term and in *News of the Week*, a weekly newsletter distributed to students online. You may sign up for these events with the Student Services Coordinator during Social Hour or during her office hours.

3. IEP News of the Week (N.O.W.)

This weekly newsletter keeps IEP students informed about upcoming events and activities. Campus events and information of interest about U.S. customs, holidays, and Washington, D.C. are also provided. The newsletter is typically disseminated electronically at the beginning of each week. Be sure to keep up with life in DC by reading N.O.W.

4. Campus Events

Be sure to read the News of the Week and check your email each day (using your Georgetown account) for information on campus events and activities.

5. Campus Clubs

Georgetown offers a variety of organizations on campus that IEP students can join to interact with American students. These clubs include sports teams, philanthropic organizations, cultural groups, and more. This is a great opportunity to explore American culture and practice your English. Check out <https://www.georgetown.edu/campus-life/students-clubs-and-activities>.

6. Connect With Us Online

Friend us on **Facebook** (Georgetown ELC) and follow us on **Twitter** and **Instagram** (@GeorgetownELC) for the most up-to-date news and pictures program events. Make sure to use #georgetownELC to tag your own IEP pictures online! In addition, here are some helpful links for student life on campus:

Georgetown IEP Website:

<https://elc.georgetown.edu/>

Login to MyAccess Account:

<https://myaccess.georgetown.edu/>

List of Clubs/Organizations on Campus:

<https://hoyalink.georgetown.edu/organizations>

Weekly Events at Georgetown:

<https://hoyalink.georgetown.edu/events>

Yates Field House Sports and Activities:

<https://recreation.georgetown.edu/yates>



F-1 Visa Regulations

Important policies govern IEP students' rights and responsibilities in complying with the regulations of the U.S. Immigration and Customs Enforcement (ICE). IEP students should consult with the Assistant Director of Enrollment Management when they have specific questions about immigration policies and procedures. The IEP attendance policies correspond to immigration regulations.

1. School Transfer

Students transferring to the IEP at Georgetown University from another school in the U.S. must meet with the Assistant Director of Enrollment Management in order to complete the transfer process. Students who have not yet received their transfer SEVIS I-20 must also meet with the Assistant Director of Enrollment Management. Failure to contact the IEP Office will result in a loss of immigration status and all attendant benefits.

2. Regulations

Federal regulations place the responsibility of staying in status on you, the student. It is your responsibility to comply with all regulations. Immigration laws require that F-1 students maintain their status or risk being denied entry to the U.S. in the future. By using a Form I-20 for entry into the U.S., you certify that you will follow the regulations on your I-20. Read these regulations carefully. Failure to obey any of these regulations may result in loss of your study privileges and other benefits. Federal law requires that the IEP report to SEVIS and ICE any student who is not maintaining his/her visa status.

3. Travel Documents for Re-Entering the U.S.

If you temporarily leave the United States during the time you are studying in the IEP, you must do the following:

1. Report to the Assistant Director of Enrollment Management at

least two weeks before you plan to travel, to have your I-20 signed by the Assistant Director of Enrollment Management.

2. When you exit the U.S., take the following documents with you. They are required for re-entry into the United States:

- your valid passport (for six months in the future) and valid F-1 visa
- a current I-20 form signed on the back by the Assistant Director of Enrollment Management before you leave the United States

Students should not exit the U.S. during the IEP semester except during a designated holiday period (Spring Break, Easter, etc.) or family emergency. Upon reentering, students are required to submit their most recent I-94.

4. Length of Approved Stay

If you entered the U.S. on an F-1 Student visa, “**D/S**” (Duration of Status) was stamped on your visa (Departure/Arrival Record). Duration of Status means that you may remain in the United States only if you are studying full-time and have a valid I-20 from the school you are currently attending.

A 60 day “grace period”, which permits you to remain in the United States, is allowed after you complete your program of study. During this time, you may travel, relax, or prepare to transfer to another school. If you plan to stay longer, you must change your visa status.

If you plan to continue your study in the next level of the Georgetown IEP, you must re-apply before the expiration date on your I-20. Once your I-20 has expired, you are no longer eligible to study in the Georgetown IEP.

5. Your Passport

Your passport must remain valid for at least six months beyond the end date of the IEP. You should contact your government’s embassy or consulate in Washington, DC, if your passport will expire within six months.

6. Address Changes – **Very Important!**

If you change your local address, you must report the change of address to the IEP Office within ten days of your move. This is a U.S. government requirement.

7. Visa Questions

The IEP Assistant Director of Enrollment Management will answer most of your visa questions. In some cases, she will refer you to the Office of Global Services (OGS) at Georgetown University for additional guidance or information.



Strategies for Successful Language Learning

The IEP wants you to be a successful language learner. The following strategies will help you be a successful student and achieve your goals.

- Speak only **English** in your IEP classes.
- Be prepared for all of your classes – be involved in classes and actively participate.
- Be interested in the English language and in English speakers. Use English outside of the IEP classroom.
- Develop methods to organize your language learning – recognize that you will use different methods to learn the skills of reading, writing, listening, and speaking.
- Be willing to practice, practice, practice!
- Ask your teachers for help whenever you don't understand assignments or tasks. Meet with your teachers during their office hours when you need help.
- Be willing to take risks – don't be afraid to make mistakes!
- Be aware of *how* you are using the language – develop your ability to assess your language strengths and weaknesses.
- ENJOY learning the language and use it at every opportunity.

An Accredited Program

The Intensive English Program is credited by the Commission on English Language Program Accreditation. Therefore, you can be assured that you are studying in a quality language program.

The Georgetown IEP adheres to the standards that guide good practices in language teaching.

The *CEA Standards for English Language Programs and Institutions* serve as the foundation for English language programs that are accredited by the Commission on English Language Program Accreditation (CEA). The *CEA Standards* are designed to ensure that students receive quality English language training and focus on the following areas:

Mission

Curriculum

Faculty

Facilities, Equipment, and Supplies

Administrative and Fiscal Capacity

Student Services

Recruiting

Length and Structure of the Program of Study

Student Achievement

Student Complaints

Program Development, Planning, and Review

For a detailed description of CEA Standards see: <http://cea-accredit.org/about-cea/standards>

For complaints against an accredited program see : <http://cea-accredit.org/about-cea/complaints>

Important Phone Numbers

IEP Office: 202-687-5978

Emergency: 911

SCS Campus Police (emergency) 202-907-3061

**Georgetown Emergency Response Medical Service (GERMS)
(Hilltop Campus *only* – free): 202-687-7546**

**Campus DPS Safe Rides: 202-784-7433
(8pm-2am - free transportation at Hilltop Campus *only*)**

Student Health Center: 202-687-2200

Counseling and Psychiatric Services: 202-687-6985

Student Insurance: 202-687-4883

Office of Student Accounts: 202-687-7100

Dining Services/Meal Plan Office: 202-687-4509

University Registrar: 202-687-4020

Housing Services: 202-687-4560

**University Information Services/
Student Help Desk 202-687-4577**

Office of Transportation Management: 202-687-6634

DC Police Headquarters: 202-727-9099

Arlington County Police Headquarters: 703-558-2222