

GEORGETOWN UNIVERSITY

INTENSIVE ENGLISH PROGRAM



PASSPORT TO SUCCESS

Student Handbook

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

Revised November 2021

Intensive English Program (IEP)
English Language Center
Georgetown University School of Continuing Studies

Marcel Bolintiam

Senior Director, English Language Center

Stephanie Gallop

Associate Director, Intensive English Program

Christina Koenig

Program Director, English Language Center
International Student Advisor

Daniel Graff

Student Services Manager

Regan Carver

Program Manager

IEP Faculty

Sigrun Biesenbach-Lucas, PhD

Donette Brantner-Artenie

Kathleen Kearney

Adam Mele

Nancy Overman

Dianne Prosack

Andrew Screen

Leslie Sheen



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



Table of Contents

Studying in the IEP

1. What to Expect from Your IEP Classes & Teachers	7
2. What Georgetown ELC & the IEP Expect from Students.....	8
3. Attendance Policies	10
.....	12
4. Overall Program & Level Design.....	
5. Sample Weekly Schedules.....	13
6. Health Insurance	15
7. Meeting Program Requirements	15
8. Grades	15
9. Advancement to the Next Program Level	17
.....	
10. Student Complaints – Solving Problems	17
11. Continuing in the Program in the Next Term.....	18
12. Withdrawing from the IEP	19
13. Exit Level Proficiency Scale	20
.....	
14. Program Dismissal	23
15. University Transcripts and Grade Reports	23

Outside the Classroom

1. Meal Plans	24
2. Extracurricular Activities	25
3. Campus Events	26
4. Campus Clubs	26
5. Academic Resource Center.....	26
6. Health & Counseling Services	26
7. Connect with us Online	27
F-1 Visa Regulations	
1. School Transfers	28
2. Regulations	29
3. Travel Documents for Re-Entering the U.S.	29
4. Length of Approved Stay	30
5. Your Passport	30
6. Address Changes – Very Important!	30
7. Visa Questions	30
Strategies for Successful Language Learning	31
Program Accreditation	32
.....	
Important Phone Numbers	33

Studying in the IEP

1. What to Expect from Your IEP Classes & 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 syllabus 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 Georgetown ELC & the IEP Expect from Students

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 term.

Academic honesty and integrity, and respectful behavior toward other teachers and classmates, is especially important in order to maintain a classroom environment in which everyone can be the most successful. IEP students are members of the Georgetown University community, which

means they are held to the same standard and have the same responsibilities as all Georgetown students. The [Georgetown University Code of Student Conduct](#) describes this as follows:

Choosing to come to Georgetown University means joining a distinctive community...Georgetown places special emphasis on the dignity and worth of every person and the love of truth. Membership in this community carries with it high expectations regarding the ways in which each person will act...In particular, students are expected to honor the following commitments in all their actions:

[A commitment to...]

- *the highest standards of honesty and personal integrity both inside and outside the classroom.*
- *treat others in a respectful manner, regardless of differences such as race, religion, nationality, ethnicity, gender, or sexual orientation.*
- *open discourse and the free exchange of ideas.*
- *exercise mutual care and responsibility in all relationships.*
- *an active concern for the safety, security, and well-being of each individual and a respect for individual, communal and university property.*

Georgetown University Code of Student Conduct, AY 21-22

In your IEP classes, you will learn strategies and techniques for working with outside sources, and engaging in respectful discussion and debate that are appropriate in US academic and professional setting. This includes giving your own opinions and respectfully agreeing and disagreeing with others. You will learn appropriate language choice and vocabulary for these academic and professional situations. However, your nonverbal communication is equally important in respecting the classroom environment and having concern for the safety and well-being of everyone in the classroom. The following behaviors are not acceptable in the classroom environment as they do not meet the high standards of conduct expected at Georgetown University:

- Raising your voice or yelling during a class session

- Entering the personal space of another classmate or teacher, demonstrated by the setup of the classroom environment and explained by your teachers
- Using unnecessary physical force when moving around the classroom or operating a device in ways that would disrupt normal class or cause concern to others
- Causing physical harm to oneself or others in the classroom environment

Any students who engage in these unacceptable behaviors will be asked to leave the classroom and building immediately, and a report will be made to the appropriate University office. Any student or teacher who feels concern for their safety in their classroom environment has the right to leave the classroom, end class, and/or contact the SCS Security & Front Desk team for immediate assistance (202-784-7375).

3. Attendance Policies

Daily class attendance is essential in language study and is required by US immigration law. You are expected to attend all your classes regularly, participate actively in class, and complete and submit your assignments on time. Failure to follow these rules can negatively impact your immigration status.



The Intensive English Program attendance policy requires students to attend a minimum of 85% of their total class hours. This means:

- Students cannot miss **more than twenty-one (21) hours** of class during an 8-week session. This includes absences if you are sick or have a personal obligation or appointment. As such, you should be careful not to use up your absence hours early in the term for personal obligations in case you need them available for unexpected illness later in the term. Students are encouraged to

take care of personal obligations and appointments on Fridays or after 3:30pm on Monday-Thursday.

- Students must arrive to class on time. **If you arrive more than 15 minutes late, you will be marked absent.**
- If you arrive 1 to 15 minutes past the start of class, you will be marked “tardy” (late). **Three “tardies” (lates) will equal one absence hour.**

Reporting absences due to illness

During the public health emergency of COVID-19, Georgetown University has provided mandatory guidelines for reporting symptoms of COVID-19. If you experience **fever and cough** or **more than 2** of the CDC list of COVID-19 symptoms, you must immediately:

- email all of your teachers and plan to check Canvas daily for your assignments and turn in work on time or on a schedule discussed with your teachers
- email guELC@georgetown.edu
- report your symptoms in the GU360 application
- schedule a Georgetown OneMedical COVID-19 appointment

Students experiencing these symptoms are not allowed to be in class, but these absences will count towards the 21 hours allowed. If being absent due to COVID-19 results in more than 21 hours of absence, your case will be discussed individually with the Senior Director, Associate Director, and international student advisor.

Excessive absences prevent a student from demonstrating successful achievement of performance objectives. ELC faculty take attendance every day. You will receive an “Attendance Warning Letter” if you have 10 or more hours of absences during an 8-week session. You will receive one “Final Warning Letter” if you have more than 17 hours of absences during an 8-week session. If you exceed 21 hours of absences during an 8-week session, you will be dismissed from the ELC program immediately. Dismissal from the ELC is very serious, and if you are studying on an F-1

Visa, your SEVIS student record is updated, and you are considered “out of status”.

NOTE: Only absences due to approved religious holidays do not count toward recorded absence hours. See https://campusministry.georgetown.edu/religious_holy_days for the Provost’s Policy Accommodating Students’ religious Observances and a list of religious holidays, which is updated at the beginning of each term.

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.

4. Overall Program & Level Design

Intensive Language & Culture 3 levels 8 weeks/level ~ CEFR A1+ - A2+		Classes are held Monday-Thursday 5 hours per day (20 hours per week)		
		2 hours + 30 min 4 days/week (10 class hours/week)	1 hour + 15 min 4 days/week (5 class hours/week)	1 hour + 15 min 4 days/week (5 class hours/week)
Language & Culture I	A1+	Integrated Skills I (Listening & Speaking)	Reading & Writing I	Communicative Grammar I
Language & Culture II	A2	Integrated Skills II (Listening & Speaking)	Reading & Writing II	Communicative Grammar II
Language & Culture III	A2+	Integrated Skills III (Listening & Speaking)	Reading & Writing II	Communicative Grammar III
Intensive Academic 4 levels 8 weeks/level ~CEFR B1 - C1		Classes are held Monday-Thursday 5 hours per day (20 hours per week)		
		2 hours + 30 min 4 days/week (10 class hours/week)	1 hour + 15 min 4 days/week (5 class hours/week)	1 hour + 15 min 4 days/week (5 class hours/week)
Academic Foundations	B1	Reading & Writing IV	Integrated Skills IV (Listening & Speaking)	Communicative Grammar IV
Academic I	B1+	Reading, Writing, Research I	Academic Communication Skills I	Elective course - with choice of content

Academic II	B2	Reading, Writing, Research II	Academic Communication Skills II	Elective course - with choice of content
Academic III	B2+ & C1	Reading, Writing, Research III	Academic Communication Skills II	Elective course - with choice of content
Intensive Professional ~CEFR B2		Classes are held Monday-Thursday 5 hours per day (20 hours per week)		
		2 hours + 30 min 4 days/week (10 class hours/week)	1 hour + 15 min 4 days/week (5 class hours/week)	1 hour + 15 min 4 days/week (5 class hours/week)
Intensive Professional	B1	Professional Reading/Writing	Professional Communication Skills (Listening & Speaking)	Elective course - with choice of content

5. Sample Weekly Schedules

Intensive Language & Culture

	Monday	Tuesday	Wednesday	Thursday
9:00-11:30	Integrated Skills	Integrated Skills	Integrated Skills	Integrated Skills
11:30-1:00	<i>Independent Study, Office Hours, Workshops, Lunch</i>			
1:00-3:30	Reading/Writing	Communicative Grammar	Reading/Writing	Communicative Grammar
After classes	<i>Independent Study and Social Activities</i> <i>*Expect to do homework a minimum of 2-3 hours per day</i>			

Intensive Academic

	Monday	Tuesday	Wednesday	Thursday
9:00-11:30	Reading/ Writing/ Research	Reading/ Writing/ Research	Reading/ Writing/ Research	Reading/ Writing/ Research
11:30-1:00	<i>Independent Study, Office Hours, Workshops, Lunch</i>			
1:00-3:30	Elective	Academic Communication Skills	Elective	Academic Communication Skills
After classes	<i>Independent Study and Social Activities</i> <i>*Expect to do homework a minimum of 2-3 hours per day</i>			

Intensive Professional

	Monday	Tuesday	Wednesday	Thursday
9:00-11:30	Professional Reading/ Writing	Professional Reading/ Writing	Professional Reading/ Writing	Professional Reading/ Writing
11:30-1:00	<i>Independent Study, Office Hours, Workshops, Lunch</i>			
1:00-3:30	Elective	Professional Communication Skills	Elective	Professional Communication Skills
After classes	<i>Independent Study and Social Activities</i> <i>*Expect to do homework a minimum of 2-3 hours per day</i>			

6. 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.** If you would like to obtain health insurance for a dependent, please contact the guELC@georgetown.edu for additional information.

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

7. Meeting Program Requirements

Students must attend all 8 weeks of classes in the Intensive English Program 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 **no later than the end of the first week.**

8. Grades

During the program, your teachers will evaluate your classroom performance frequently to determine if you are meeting the course objectives and outcomes. 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 have access to your grades and written feedback online at any time during the term through the Canvas learning management system. You may also receive feedback from your teachers during class and individual office hours appointments. Students also receive a Final Grade Report at the end of the program. The Final Grade Report will include a grade for each course and indicate if a student has met the requirements to advance to the next level in the program.



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 Objectives and Outcomes identified for your level on Canvas and in the Syllabus given to you in each class (see pages 17-20 for Level Proficiency Scales);
3. active participation in class (discussions, presentations, group activities).

Georgetown University SCS Grading Scale (0-100%)

A	A-	B+	B	B-	C+	C	C-	D	F
100-95%	94.99-90%	89.99-87%	86.99-83%	82.99-80%	79.99-77%	76.99-73%	72.99-70%	69.99-60%	59.99-0%

IEP Certificates for completion of a level are awarded to students whose grade in each course is **75% or higher**. Students receiving grades of

74.99% or below in any course do not receive a program certificate for their current level.

9. Advancement to the Next Program Level

Advancement to the next level requires that a student earn a program certificate for their current level. A program certificate is achieved when a student receives a grade of 75% or higher in each course taken in the level.

Note: Students who are placed in *combined level classes* advance based on their *actual placement level* (which they will be informed about when they receive their class schedule), not the next higher level of the combined class. *Example:* A student whose placement scores place him/her in Language & Culture **level I** but is enrolled in a combined Intensive Language & Culture I & II level will advance to **level II after 8 weeks**, and not level III.

10. 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, who will meet with you to discuss and document your complaint.
2. After reviewing your complaint and discussing it with you, the IEP Associate Director will notify you of any action to be taken to resolve the problem.
3. Decisions made by the IEP 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.

11. Continuing in the Program Next Term

Many IEP students want to study in the program for more than one term. 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 Term

Several weeks before the end of the program, you must attend a mandatory student meeting to inform the International Student Advisor of your plans when you complete the program. If you require an I-20 extension, you must work with your international student advisor and submit new financial support documentation. Schedule an appointment with the International Student Advisor if you have questions about the process. **Students may be denied readmission to the program if their class performance and/or attendance is unsatisfactory.** (See policies on pages 8-9 and 12-13).

IMPORTANT: If you plan to register for the next term, you must meet with the Program coordinator/International student advisor **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 for four consecutive 8-week terms of study (Fall I, Fall II, Spring I, and Spring II) are eligible for a Summer break if they plan to return to the IEP for the following Fall I session. Students must complete a vacation request form and submit the form to the international student advisor.

12. Withdrawing from the IEP

To withdraw from the IEP, a student must notify the ELC Program Director **in writing**. Tuition refunds are calculated from the date the withdrawal letter is received. No refund is given for the application fee, tuition deposit, 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

8-week Intensive 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

3-week American Conversational English (ACE) Program

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

13. Exit Level Proficiency Scale

Exit Level Proficiency Scale - Intensive Language & Culture/Academic*

Language & Culture I ~CEFR A1+	Language & Culture II ~CEFR A2	Language & Culture II ~CEFR A2+	Academic Foundations* ~CEFR B1 (*start of Academic track)
Reading/Writing	Reading/Writing	Reading/Writing	Reading/Writing
After completing this course, students will be able to read simple adapted fiction and non-fiction texts on familiar topics at CEFR level A1+ , while focusing on basic strategies for building vocabulary, reading for comprehension, and increasing reading speed. Students will be able to complete basic forms, answer emails,	After completing this course, students will be able to read adapted fiction and non-fiction texts on familiar topics at CEFR level A2 , while applying strategies for building vocabulary, reading for comprehension, and increasing reading speed. Students will be able to compose a variety of writing tasks with appropriate	After completing this course, students will be able to read a variety of adapted fiction and non-fiction texts, as well as short authentic texts materials at CEFR level A2+ while focusing on refining active and passive vocabulary skills, reading for comprehension, and increasing reading speed. Students will be able to compose formal	After completing this course, students will be able to read a variety of adapted and authentic texts at CEFR level B1 while focusing on refining active and passive vocabulary skills, reading for comprehension, and increasing reading speed. Students will be able to write on general and academic subjects, following the style

and compose simple paragraphs on personal topics.	sentence structure and organization, including formal paragraphs and longer journaling on personal topics.	paragraphs, journaling, and basic essays with accurate sentence structure, paragraph development, and appropriate organization on various general subjects.	acceptable in US universities, including the use of appropriate language. Students will be able to use and credit limited outside sources.
Integrated Skills	Integrated Skills	Integrated Skills	Listening/Speaking
After completing this course, students will be able to use and identify high frequency vocabulary and functional expressions to ask simple questions and participate in basic communicative situations on familiar topics at CEFR levels A1+	After completing this course, students will be able to use high frequency vocabulary and functional expressions to make connections between past and present events and experiences, ask detailed questions, and participate in sustained communicative situations on familiar topics at CEFR levels A2 .	After completing this course, students will be able to use broader vocabulary and conversational speaking skills to participate in increasingly complex communicative situations. Students will be able to identify main ideas, key details, and organizational structure of short adapted or authentic sources on accessible topics at CEFR levels A2+ .	After completing this course, students will be able to use a range of vocabulary and conversational speaking skills to participate in a variety of communicative situations. Students will be able to participate in class discussions, deliver short individual and group presentations, and listen to and take notes on short adapted and authentic sources on accessible topics at CEFR levels B1 .
Communicative Grammar	Communicative Grammar	Communicative Grammar	Communicative Grammar
After completing this course, students will be able to use simple verb tense forms, nouns, adjectives, and adverbs to describe a variety of situations in the present in both speaking and writing tasks.	After completing this course, students will be able to use foundational verb tense forms, nouns, adjectives, and adverbs to describe a variety of situations in the present, past, and future, and make stronger connections between events , in both speaking and writing tasks.	After completing this course, students will be able to use different verb tenses appropriate to context, expand on ideas, and describe complex relationships using adverbial, adjective, and noun clauses in both speaking and writing tasks.	After completing this course, students will be able to apply knowledge of different verb tenses appropriate to context, expand on ideas with a variety of noun phrases , and describe more complex relationships using adverbial, adjective, and noun clauses in both speaking and writing tasks.
Recommended Progression			
Students who achieve Intensive Language & Culture I objectives and outcomes by earning a grade of C (75% or	Students who achieve Intensive Language & Culture II objectives and outcomes by earning a grade of C	Students who achieve Intensive Language & Culture III objectives and outcomes by earning a grade of C	Students who achieve Intensive Academic Foundations objectives and outcomes by earning a grade of C

higher) in all courses are recommended for study at the Intensive Language & Culture II level .	(75% or higher) in all courses are recommended for study at the Intensive Language & Culture III level .	(75% or higher) in all courses are recommended for study at the Intensive Language & Culture IV level .	(75% or higher) in all courses are recommended for study at the Intensive Academic I level .
--	---	--	---

Exit Level Proficiency Scale - Intensive Academic/Professional

Academic I ~CEFR B1+	Academic II ~CEFR B2	Academic III ~CEFR B2+/C1	Professional ~CEFR B2 and higher
Reading/Writing/ Research	Reading/Writing/ Research	Reading/Writing/ Research	Reading/Writing
<p>After completing this course, students will be able to use reading strategies to increase efficiency and skill in reading and understanding adapted and authentic materials at CEFR level B1+. They will be able to write on subjects within common academic genres following the style acceptable in US universities, including the use of appropriate language. Students will be able to use and document sources and conduct basic academic research.</p>	<p>After completing this course, students will be able to use reading strategies to increase efficiency and skill in reading and understanding authentic materials at CEFR level B2. They will be able to write on a range of subjects within academic genres following the style acceptable in US universities, including the use of appropriate language and integration of source material with proper documentation. Students will also be able to apply basic research methods appropriate for academic purposes.</p>	<p>After completing this course, students will be able to use reading strategies to increase efficiency and skill in reading and understanding authentic academic materials at CEFR levels B2+ and C1. They will be able to write in a variety of academic genres on complex and diverse subjects following the style acceptable in US universities, including the use of appropriate language and integration of source material with proper documentation. Students will also be able to apply research methods appropriate for academic purposes.</p>	<p>After completing this course, students will be able to use reading strategies to increase efficiency and skill in understanding and analyzing authentic professional and academically-oriented materials at CEFR levels B2+ and higher. They will be able to write in a variety of genres on complex professional subjects following the style acceptable in US professional settings, including the use of appropriate language and integration of source material with proper documentation. Students will also be able to apply research methods appropriate for professional purposes.</p>
Advanced Communication Skills	Advanced Communication Skills	Advanced Communication Skills	Professional Communication Skills
<p>After completing this course, students will be</p>	<p>After completing this course, students will be</p>	<p>After completing this course, students will be</p>	<p>After completing this course, students will be</p>

able to participate in class discussions, deliver individual and group presentations, and listen to and take notes on adapted and authentic sources on accessible topics at CEFR levels B1+ .	able to participate in class discussions, deliver individual and group presentations, and listen to and take notes on authentic sources on complex topics at CEFR levels B2 .	able to participate in class discussions, deliver individual and group presentations, and listen to and take notes on authentic sources on dense and complex topics at CEFR levels B2+ and C1 .	able to participate in class discussions, deliver individual and group presentations, and listen to and take notes on authentic professional and academically-oriented sources and topics at CEFR levels B2+ and higher .
Recommended Progression			
Students who achieve Intensive Academic I objectives and outcomes by earning a grade of C (75% or higher) in all courses are recommended for study at the Intensive Academic II level .	Students who achieve Intensive Academic II objectives and outcomes by earning a grade of C (75% or higher) in all courses are recommended for study at the Intensive Academic III level .	Successful achievement of the Intensive Academic III objectives and outcomes by earning a grade of C (75% or higher) in all courses indicates language ability to study in most academic settings (or to work in most professional settings).	Successful achievement of the Intensive Professional objectives and outcomes by earning a grade of C (75% or higher) in all courses indicates language ability to work in most professional settings.

14. 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.”

15. University Transcripts and Grade Reports

The IEP office will provide you with a verification letter of enrollment upon request to the guELC@georgetown.edu. 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.



Resources Outside the IEP Classroom

Not all learning and support takes place in the classroom! Georgetown University and the IEP offer you additional resources and opportunities to develop your English ability while you experience living and learning in Washington, DC, or to improve your quality of life as a Georgetown University students. 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. Extracurricular 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, DC. 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 DC

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

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 DC - IEP Activities Program

Activities generally include a Washington, DC 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 Manager over email or during his office hours.

3. Campus Events

Be sure to check the student calendar and check your email each day (using your Georgetown account) for information on campus events and activities.

4. 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>.

5. Academic Resource Center

The Academic Resource Center at Georgetown University offers support for all students regarding success in the classroom. At their website, you can find information on tips and strategies to be more successful in your studies, as well as how to request ADA accommodations (disability support) for students who qualify based on documentation from a treating physician.

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

6. Health & Counseling Services

Georgetown offers a variety of services for students in all areas of health: physical, emotional, spiritual, and more. Please visit the main GU Student Health website for more details of all services that are available at Georgetown:

<https://studenthealth.georgetown.edu/hoya-wellness-wheel/>

If you need to make an appointment to see a doctor, you may go to the main campus Student Health Center (202) 687-2200

<https://studenthealth.georgetown.edu/medical-care/>

Located on Hilltop campus (3700 O St NW); **appointment only**

Mon/Wed/Thu/Fri 8:00 am – 5:00pm

Tue 9:00am – 5:00pm

Additionally, if you are experiencing additional stress and anxiety in your school or personal life, there are free counseling resources available to all students (Counseling & Psychiatric Services, or CAPS). CAPS services, or someone to talk to, are available to SCS students and the campus community for personal issues in any aspect of their lives, whether relating to Georgetown or otherwise.

Location: 640 Massachusetts Ave., Room 206

Hours: By appointment

Appointments: 202-687-6985

After Hours Emergencies: 202-444-7243 (ask for the on-call clinician)

7. 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. Email elcimmigration@georgetown.edu at least two weeks prior to your departure to request a travel signature.
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 International Student Advisor **before you leave the United States**

Students should not exit the U.S. during the IEP term 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 submit a program extension request at least two weeks **prior to the expiration date on your form I-20** to your international student advisor at elcimmigration@georgetown.edu. 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 ELC program director and international student advisor will answer the majority of your visa questions. In some cases, you may be referred 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.



Program Accreditation

The Intensive English Program is accredited 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 Security & Front Desk	202-784-7375
SCS On-campus Emergency Assistance	202-907-3061

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