



University  
of Idaho

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# **ALCP Student Handbook**

**Policies and Procedures**  
**2019-2020 Academic Year**



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## ALCP Overview

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### Mission Statement

The mission of the American Language and Culture Program (ALCP) is to provide non-native speakers of English with the linguistic, academic, social, and cultural skills necessary to successfully navigate university environments in the United States.

The ALCP promotes internationalization at the University of Idaho and encourages respect for linguistic and cultural diversity on the campus and in the community.

### Welcome Letter

Dear ALCP Student,

We are writing to explain to you why we are using content-based instruction (themes) in Intermediate and Advanced Levels. We know from research that when students study in this way, they are better prepared for the kinds of thinking and writing they will have to do at the university. Students' university grades are better and students tend to finish their programs of study with a higher success rate. (That is, they don't give up!)

We know that we cannot make all students happy with the themes we choose. We try to choose themes that are also applicable to your home country. In other words, we try to find global themes. We ask that you read and listen to materials about these themes so that you can think deeply about them and write in a more complex and critical way.

We understand that you may learn a lot of new vocabulary that you feel you may not use in your majors. However, in university classes you will read about topics of which you have little knowledge. In this way, you are like American students who have to read in a new, unfamiliar subject area. The American student does not know the vocabulary of the new topic area, either. They learn this vocabulary from reading, listening to lectures, and discussions with their classmates. As you read and discuss the materials in your ALCP Reading/Composition classes, and listen to thematically related tasks in your Listening/Speaking classes, you also will learn the vocabulary.

We have chosen this method because we believe it will help you become a better English speaker and writer. Using a more complex theme will help you prepare for university through thinking critically about issues that affect countries and cultures worldwide. The theme may not relate directly to your field of study, however, it will give you more opportunity to think, read, and write more academically.

We hope you have a good semester and we always welcome your suggestions for future themes.

Sincerely,

ALCP Faculty

**Title IX Disclosure:**

Almost all University of Idaho employees, including ALCP Faculty and Staff, are mandatory reporters under Title IX, a federal law. This means that if you tell us about any instances of discrimination on the basis of sex, sexual harassment or assault, stalking, domestic violence, or other issues covered by Title IX, we cannot keep the topic confidential and are required by law to report the issues to the Dean of Students.

For more information on Title IX and how it affects you as a student, please see

<https://www.uidaho.edu/ocri/title-nine>.



## 1. Important Telephone Numbers

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### 1.1. ALCP Staff and Faculty/ IPO Staff

<b>ALCP Staff</b>		
<b>Dr Kathryn Schiffelbein</b> Director, American Language and Culture Program	<a href="mailto:kschiffel@uidaho.edu">kschiffel@uidaho.edu</a>	(208) 885-4248
<b>Ashleigh Bright</b> Program Coordinator & Academic Advisor	<a href="mailto:abright@uidaho.edu">abright@uidaho.edu</a>	(208) 885-5508
<b>ALCP Faculty: (208) 885-5508</b>		
<b>Christine Slater</b>	<a href="mailto:cslater@uidaho.edu">cslater@uidaho.edu</a>	
<b>Dr Ibtesam Hussein</b>	<a href="mailto:ihussein@uidaho.edu">ihussein@uidaho.edu</a>	
<b>Laurel Gilbert-Wilder</b>	<a href="mailto:laurelg@uidaho.edu">laurelg@uidaho.edu</a>	
<b>Kalynn Hanley</b>	<a href="mailto:khanley@uidaho.edu">khanley@uidaho.edu</a>	
<b>International Programs Office (IPO) Staff</b>		
<b>Dr Aryn Baxter</b> Executive Director, International Programs	<a href="mailto:abaxter@uidaho.edu">abaxter@uidaho.edu</a>	(208) 885-4083
<b>Dana Brolley</b> Director, International Student, Scholar & Faculty Services (ISSFS)	<a href="mailto:danab@uidaho.edu">danab@uidaho.edu</a>	(208) 885-8984
<b>Laila Cornwall</b> Associate Director, International Student, Scholar & Faculty Services (ISSFS)	<a href="mailto:lailac@uidaho.edu">lailac@uidaho.edu</a>	(208) 885-4061
<b>Brittany Sonnenberg</b> ESL Immigration Advisor, International Student, Scholar & Faculty Services (ISSFS)	<a href="mailto:brittanayas@uidaho.edu">brittanayas@uidaho.edu</a>	(208)885-4599
<b>Morgan Gardner</b> International Outreach Coordinator	<a href="mailto:mgardner@uidaho.edu">mgardner@uidaho.edu</a>	(208) 885-6519

## 1.2. Emergency Telephone Numbers

Emergency Telephone Numbers	
UI Campus Health Center, daytime only:	(208) 885-6693
Gritman Medical Center:	(208) 882-4511
UI Campus Police:	(208) 885-7072
Poison Control Center:	1-800-541-5424
Crisis Line/Nightline:	(509) 332-1505
Domestic Violence Hotline:	(208) 883-4357
Child Abuse & Adult Abuse:	(208) 882-2432
Mental Health Services:	(208) 882-0562

## 1.3. Non-Emergency Police Number

For non-emergency assistance, please call: 208-882-2677

## 1.4. U of I Campus Telephones:

# Emergency- 911

To call a campus telephone number while on the U of I Campus, dial 5, then the last 4 digits of the phone number.

Example: (208) 885- 4599- **Dial 5-4599**

To call a telephone number in Moscow or Pullman while on the U of I campus, dial 8, then dial the ten digit phone number. Remember to dial the numbers in parentheses (the area code.)

Example: (208) 885- 4599 **Dial 8-208-885-4599**

## 2. University of Idaho Student Policies and Support

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### 2.1. Office of Dean of Students

The Office of Dean of Students is a department in the Division of Student and Academic Affairs. Their purpose is to support the academic mission of the University and to enhance the personal growth and civic responsibility of students. They take leadership in creating a humane, safe, and vibrant residential campus community of choice. They promote educational and leadership experiences which prepare students to serve their communities and respect the dignity of all persons. Website: <https://www.uidaho.edu/studentaffairs/dean-of-students#>

#### 2.1.1. Student Code of Conduct

All ALCP students are University of Idaho students and must follow the U of I Student Code of Conduct. Students can read and review this information on the Office of the Dean of Student's website: <http://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct>

If students have questions regarding the Student Code of Conduct, they can meet with the ALCP Staff or their Faculty advisor for clarification.

#### 2.1.2. Student Resources

The Office of Dean of Students provides many supportive services and resources for students in areas such as: academic integrity, drug and alcohol information, university housing, and violence prevention. For more information and details, review the following website: <https://www.uidaho.edu/studentaffairs/dean-of-students/services>

### 2.2. Diversity and Human Rights

The University of Idaho and the ALCP are dedicated to diversity and human rights. The U of I has an office dedicated to ensuring human rights access and inclusion. This office supports the Dean of Students and provides workshops and seminars on-campus. The Office of Human Rights, Access and Inclusion focuses on practices that make all members of the University of Idaho community feel welcome, wanted, accepted, respected and supported. Chief amongst these practices is providing professional and authoritative advice with respect to University matters that concern access and inclusion in all aspects of the university, including developing campus-wide faculty, staff, and student diversity recruitment practices and climate focused initiatives to enhance retention. For additional information, review the following website: <http://www.uidaho.edu/diversity-human-rights/human-rights-access-and-inclusion>

If students at any time feel threatened, discriminated towards, or targeted, he/she should contact the Chief Diversity Officer & Associate Vice Provost for Student Affairs at the University of Idaho.

If students have questions regarding the Diversity and Human Rights, they can meet with the ALCP Staff or their Faculty advisor.

### 2.3. Office of Multicultural Affairs

The Office of Multicultural Affairs is proud to work directly with, and provide support to, a large and growing number of student clubs and organizations. These organizations are student governed, student led, and range in orientation from clubs that are affiliated by ethnic identity and/or academic area, to national sororities and fraternal organizations.

The clubs and organizations work together to host large events and provide countless opportunities to develop leadership skills, influence campus activities and events, or just spend time together and have a little fun! Below you will find links to organizations and more information about the clubs. For additional information, review the following website: <http://vandalsync.orgsync.com/listoforgs>

ALCP Students are encouraged to **get involved** with these clubs, share their culture, and learn about other cultures.

### 2.4. Counseling & Testing Center

#### Counseling:

The Counseling & Testing Center's (CTC) staff of full-time psychologists and supervised graduate intern and practicum students offers students access to a wide range of counseling services, resources, and referrals. Many students experience a variety of difficulties including stress, depression, anxiety, and relationship problems during their college years. They find that it is helpful to discuss their personal, educational, or career concerns with a professional. The CTC provides a supportive and confidential environment for students to explore their concerns and learn new skills to deal more effectively with problems that may be interfering with their personal well-being and academic goals. For additional information, review the following website:

<https://www.uidaho.edu/current-students/ctc/counseling>

#### Language Proficiency Testing:

TOEFL: The U of I CTC offers the TOEFL exam; however, students must sign-up for the TOEFL exam online. University of Idaho required score: 70 internet based test; 525 paper based test

MELAB (Michigan English Language Assessment Battery): The MELAB evaluates advanced-level English language competence of adult nonnative speakers of English. The MELAB consists of three parts: a composition, a listening test, and a written test containing grammar, cloze, vocabulary, and reading comprehension problems. An optional speaking test is also available. Many educational institutions in the United States, Canada, the United Kingdom, and other countries accept the MELAB as an alternative to the TOEFL. <https://www.uidaho.edu/current-students/ctc/testing> University of Idaho required MELAB score: 74

#### Undergraduate Skill Testing:

ALEKS: Undergraduate students must take the English and Math ALEKS exam to help determine their level placement into university math and English courses. <https://www.uidaho.edu/current-students/ctc/testing>

### 3. Tuition and Fees

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#### 3.1. Tuition

- Tuition is due the first day of each semester.
- **New** students must be prepared to pay tuition and fees during the 3-day initial orientation.
- **Returning** students must pay for tuition on or before the first day of each semester.
- Students will be charged late fees by the University if tuition is not paid on-time.

#### Costs per Semester

(Costs are estimates and are subject to change)

ALCP Tuition	\$6,066
Registration & Program Fees:	\$195
Housing (Room & Board)	\$4,440
Books & Supplies:	\$78
Personal Expenses:	\$786
Required Insurance*:	\$899
*We do accept alternative insurance plans if they meet the University of Idaho's minimum requirements	
Total Estimated Costs:	\$13,062
Other fees:	
Orientation Fee (one-time only):	\$100
Sponsored Student Fee (paid for by sponsoring government)	\$150

Tuition is due the first day of each semester. New students must come prepared to pay tuition and fees during new student orientation. Returning students must pay for tuition on or before the first day of each semester. Students will be charged a \$75 late fee through the Student Accounts office if they have not paid, and \$100 each month their balance remains unpaid. Housing and meal fees are due by the first day of classes as well. Students must have all their fees paid before they can register for the next semester or receive their grades at the end of the semester. Students have the option to sign-up for a [Payment Plan](#) if they want to pay monthly fees.

**University of Idaho Policy:** University of Idaho tuition and fees policy, as stated on the Student Accounts Website: All semester fees and tuition are due **on or before the first day of each semester**. Charges incurred over the course of the semester are considered due in full within 10 days of the posting date. Accounts with balances due greater than \$100 will be blocked from adding/dropping/registration. Official transcripts will not be released for students owing the university, including balances outstanding under monthly payment plans.

See the ALCP website for most current tuition rates: <http://www.uidaho.edu/academic-affairs/ipo/intensive-english-alcp/tuition-and-fees>

#### 3.2. Registration Fee

Students are charged a \$50.00 registration fee each semester. Each semester students are registered for class by the ALCP Program Coordinator.

### 3.3. Sponsored Students

A sponsored student's tuition is paid by a sponsor/government; however, keeping the student account current is the responsibility of the student. The student must bring the ESL Immigration Advisor a valid sponsor letter/financial guarantee. It is the student's responsibility to make sure the financial guarantee has not expired. If a student does not provide ALCP with a financial guarantee, the sponsor cannot be billed. In this case, the student is responsible for paying the tuition and fees. If the student does not pay the student account balance, he/she cannot be registered for classes, which will result in the student being out of status with immigration and possible dismissal from the ALCP.

Sponsored students will be charged a \$150.00 administrative processing fee each semester. The Financial Guarantee will cover this \$150.00 fee and will be paid for by the sponsor.

### 3.4. Immediate Transfer-Out or Cancellation Fees

New students who test with ALCP and immediately request to transfer to another U.S. school OR test and then immediately cancel their enrollment at the ALCP will be charged a \$300 administrative fee.

### 3.5. Late Fees

Orientation: Students who miss New Student Orientation and take their placement exam late may be charged an additional orientation fee of \$50 (late fee). Early or late placement testing results in a \$50 fee.

Student Accounts: Late Fees are charged by the University of Idaho Student Accounts office. Late fees change each semester. Review the Late Fee Schedule here: <https://www.uidaho.edu/current-students/student-accounts/tuition-and-fees-late-fees-refunds/late-fees>

### 3.6. Activity Fees

Students who participate in ALCP activities will be charged for the activities on their student accounts. Students will be informed of activity costs prior to the activity.

### 3.7. Refunds

A student will receive the following refund percentage if he/she transfers or withdraws from the program by the:

Registration begins	Last day to add/drop classes	Late Payment Fee Begins	Last day to withdraw/transfer and receive 100% refund
During Orientation	First day of class	First day of class	Tenth day of the semester

### 3.8. Payment Plans

Students can sign-up for Payment Plans through Vandal Web if they owe at least \$500 on their Student Account. The following website gives information for Payment Plans:

<https://www.uidaho.edu/current-students/student-accounts/billing-and-payment-information>

#### Payment Plan Details:

- You must have the payment plan set up by the first day of class to avoid late fees from the University of Idaho.
- You must have at least \$150 in charges to set up a payment plan.

- Payment plans require an enrollment fee at the time you start the plan. The enrollment fee is currently \$55 for each semester (subject to change by semester).
- A late fee of \$60 is charged for payments not received by the payment plan installment dates. <https://www.uidaho.edu/current-students/student-accounts/tuition-and-fees-late-fees-refunds/late-fees>
- Vandal Card deposits and dependent health insurance premiums are not eligible to be included in payment plans.
- Transcripts will be held until the balance on your student account is paid in full, including amounts on payment plans. Account balance must be zero before a transcript is released. If you need transcripts please remember to order them after the account balance is paid, and before the next semester begins.
- Missing two consecutive installments on a payment plan will result in the plan being cancelled and regular University of Idaho late payment fees will be incurred.

## 4. Orientation, Registration & Classes

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### 4.1. New Student Orientation

**Pre-Arrival Orientation:** Students are encouraged to review all material provided to them prior to arriving at the ALCP. They can access the ALCP Student Handbook online, as well as immigration and health insurance information. See the [ALCP website](#). Students also receive an electronic introduction packet.

**3-day Initial Orientation:** Students are required to attend the 2- or 3-day initial orientation the week before their first semester at the ALCP. This initial orientation includes the following important activities:

- English language proficiency placement exams
- Immigration and Health Insurance Information
- ALCP Policies and Procedures Information
- Purchase books, pay tuition, establish Vandal Mail emails and get student ID cards
- Move into housing (required for all new ALCP students. See <https://www.uidaho.edu/student-life/live-on-campus/requirement> for more information.)

**Orientation Seminars:** Students are required to attend weekly seminars to assist their adjustment to American culture and U.S. academic environments. Students will learn helpful tools for adjustment in the areas of safety in the U.S., budgeting, making healthy choices, reviewing of policies, etc.

Orientation is essential to a smooth transition into the ALCP and the University of Idaho. Attendance is required, and absences in Orientation seminar count toward their attendance record.

### 4.2. Level Placement Assessment

New ALCP students enter the program at the level that corresponds to their English language ability.

On the first day of the 3-day Initial New Student Orientation, new students take placement tests and are placed in levels Elementary, Intermediate, or Advanced on the recommendations of the ALCP instructors.

The placement process consists of taking into account the results of the following tests:

- 1) the Michigan Test of English Language Proficiency
- 2) a 30-minute writing test
- 3) a 10-minute oral interview

The Michigan Test of English Language Proficiency is a 100-item, multiple-choice test that includes questions to measure listening comprehension, grammar, reading comprehension and vocabulary.

The writing placement test is a 30-minute essay. Evaluation criteria are based on coherence, grammar, the development of ideas, organization, and fluency of expression. Two experienced instructors read each essay.

A short interview helps to determine the student's oral proficiency. The student participates in a ten-minute interview/discussion with two instructors. After the interview, the instructors make a placement based on pronunciation, fluency of expression, grammatical accuracy, and listening comprehension ability.

After all placement recommendations are compiled, the student is placed into one of three levels based on the criteria laid out in the placement testing criteria. New students will attend the classes in the level in which they are placed. At the end of the first week, the instructors meet to discuss the placement of new students in the program and recommend adjustments in level placement if necessary.

#### 4.3. Class Registration

New Students: ALCP Staff register students for courses based on placement level exam results. New students are informed of their level placement on the second day of orientation. Students can request a level change within the first two days of class. They must complete and submit the Level Change Request form in the iVandal international student online system. See [www.ivandal.uidaho.edu](http://www.ivandal.uidaho.edu).

Returning Students: ALCP Staff register continuing students based on their final grade reports.

- Students who do not pass a course a course with 70% or higher must repeat the course.
- Students cannot ADD/DROP any courses once the semester begins unless the faculty and staff approve changes. Students must print their class schedules from [www.vandalweb.uidaho.edu](http://www.vandalweb.uidaho.edu) to access their schedule. See [Vandal Web Class Schedule Instructions](#) in the Appendix.
- In emergencies or outlying circumstances, students may adjust classes up until the 10<sup>th</sup> day of class, based on the U of I Registration & Fee schedule.

#### 4.4. Program Completion

The American Language and Culture Program is the University of Idaho's intensive English language program and is designed to prepare students for success in university academic (graduate and undergraduate) programs. The ALCP is divided into three levels: Beginner, Intermediate, and Advanced.

- Completion of the ALCP Advanced Level fulfills the University of Idaho's minimum English Language Proficiency requirement (525 TOEFL) for undergraduate students.
- Completion of the ALCP Advanced Level fulfills the minimum English Language Proficiency requirement for some graduate departments. The ALCP Advanced Level is designed to



prepare non-native English speakers for the advanced course work required of university students at the graduate level. See the following website:  
<https://www.uidaho.edu/admissions/graduate/international-resources/conditional-admission> for a list of departments who currently accept ALCP completion in place of a TOEFL Score.

#### 4.5. Core Courses

- Core instruction is provided 18 hours per week in listening, speaking, reading, writing, and grammar or academic writing/research. These classes are required of all students.
- Language and computer laboratory activities are **required** if they are part of an instructor’s assignments.
- Conversation partners and field trips are optional. However, students are strongly encouraged to participate in these and other cultural activities to promote maximum language acquisition.

#### 4.6. Level and Courses

Students are placed into one of three proficiency levels based on the results of the ALCP English placement test. All instructors use a communicative, interactive pedagogical approach in their classes. All F1 and J1 students are required to take 18 hours of core courses.

**ALCP Required Classes**

Level	Core Courses Per Level		
Elementary	Reading Composition	Listening Speaking	Integrated Skills
Intermediate	Reading Composition	Listening Speaking	Grammar
Advanced	Reading Composition	Listening Speaking	Writing for Higher Education

#### 4.7. Elementary Level

The Elementary courses are created specifically for language learners starting at the base level. These students may have had little to no English language instruction in their past education, and are considered an ‘absolute learner,’ or a beginning learner, in the field of TESOL. In order to best meet the needs of absolute learners, the Elementary curriculum is designed to be flexible, as students will learn at their own pace. Some students may need only 16 weeks to prepare for intermediate, other students may require up to 32 weeks of basic skill development.

It is important that students are placed at the appropriate level from the start of their studies, as this will set them up for success as they develop their English language skills and progress within the ALCP.

The ALCP teachers and staff work diligently to place students in the accurate level. They start by giving a level placement exam that includes a writing sample, interview, and a test that assesses the student’s vocabulary, reading, listening, and grammar skills. In addition, during the first week of the semester, additional tests are given in the Reading Composition classes and Listening Speaking classes. These diagnostic tests help determine the students’ specific strengths and weaknesses in English.

#### 4.8. Enrichment Courses

Enrichment courses provide students extra language, culture and academic support. When offered, each level is enrolled in a specific course to help prepare them for better academic success and cultural understanding at the university level. Students are evaluated based on direct evidence through in-class activities, assessment, and out-of-class assignments.

In addition to Core courses and Enrichment courses, *new* students **must** enroll in the Orientation Seminars course during their first semester at the ALCP.

In addition to Core courses and Enrichment courses, students who no-pass a course AND students who pass a level with low proficiency (grades) will be enrolled in the Academic Success course.

#### 4.9. Level Change Request

Language ability (proficiency) is the only acceptable reason for a class level change. Level change requests are considered during the first three days of a term by the ALCP teachers. If new students want to request a level change, they must complete the Level Change Request form in the iVandal computer system, addressing the reasons why they want to change their level. They must complete the form on their own and submit it within the first two days of the semester.

Returning students are not permitted to request a level change at the beginning of a semester.

#### 4.10. Class Change Request

Students may request to change their classes for a variety of reasons: student-student conflict, student-teacher conflict, time schedules, etc. However, first, all measures will be taken to resolve any grievances (problems, complaints) prior to a class change. Students are encouraged to fill out the complaint form prior to a class change request, so the ALCP can be aware of any problems.

Note: The ALCP hires qualified native and non-native English speaking teachers. They exceed the standards of the ESL field and they also meet the ALCP's educational, English proficiency, and teaching experience requirements. Thus, because all of our faculty are well-qualified and fluent in English, requesting a class change due to a teacher's native language, accent, or country of origin will **not** be accepted.

Due to registration deadlines, class change requests are considered during the first three days of week one of a semester only. Please complete the Class Change Request form in the iVandal computer system within two days of the first week of the semester.

##### *Process of Appeal*

1. The student should first talk with their teacher(s) to voice their concerns, and provide an opportunity to resolve the issue.
2. Second, the student should fill out the ALCP Class Change Request form in the iVandal computer system within two days of the first week of the semester.

- a. If the student has a complaint towards a classmate or teacher, he/she should review the ALCP Complaint Policy and Procedures in the ALCP Student Handbook. He/she can complete and submit the ALCP Complaint Form to the ALCP office.
  - b. In an extreme case, such as discrimination or harassment, a student can request a class change during the first three weeks of a semester.
3. Third, a designated Appeals Committee of ALCP staff and faculty will review the Class Change Request. The student's current teachers will not be a part of the committee, but they may be asked to provide information in response to any claims.
4. Once the Appeals Committee receives all the documents, they will report decision to the student within 3 working days. In cases that require immediate attention, a request for an expedited process can be requested by either party (student or teacher).

#### 4.11. Passing a level and Grades

A student's final grade is directly related to their English language proficiency. Throughout each semester, teachers are facilitating learning and guiding students towards proficiency in their particular level. Students must demonstrate achievement of Student Learning Outcomes through formative and summative assessment.

**Assessment:** Assessment can be in many forms such as in-class assignments, quizzes, and presentations. Final course grades are determined by in-class work, out-of-class assignments, assessments and final exams. The Grade Point Average (GPA) determines the overall average English language proficiency in that particular level.

**Passing:** In order to pass a course and move to the next level in that skill area, **individual course grades must be 70% (C grade) or higher**

#### 4.12. Split Levels

**Split Levels:** To "split levels" is to take classes in two different levels. As students move through the program, their proficiency in different skill areas may progress at different rates.

For instance, a student may improve in listening and speaking skills faster than in reading and writing skills. If a student passes Intermediate English Listening Speaking, but does not pass Intermediate English Reading Composition, the next semester the student could be enrolled in Advanced English Listening Speaking and Intermediate English Reading Composition.

#### 4.13. Final Exam Assessment

**Missed Exams:** Students are required to attend final exams. They cannot skip or miss the exam. If a student misses an exam, he/she is not permitted to make-up the exam. Documented medical and family emergency situations must be reviewed by the ALCP Director for exam make-up approval.

**Panel Grading:** In all levels, each student's final speaking exams and final writing exams are graded by at least two teachers. The teachers use the same evaluation process (rubric) to determine if the exam is a pass or no pass (fail). If the two teachers' evaluations differ, then a third teacher reviews the exam. All final writing exams are anonymous (the teachers do not know whose essay they are reading).

*Final Exam Grades:* After the final grading, if a student passes or fails the final exam, it does NOT mean the student will pass or fail the class. A “pass” on the final exam means a student must receive 70% or higher on his/her final exam.

#### 4.14. Midterm Grade Report

Students will receive a grade and progress report from their individual teachers half way through the semester. Grade reports include class grades and GPA, while midterm feedback in BBlearn helps the student focus on the skills necessary to improve his/her language proficiency. The grade reports demonstrate the student’s current English language proficiency of the particular level. Midterm grade reports are emailed directly to the students during week eight of the term, aligning with University of Idaho midterm grade schedules.

#### 4.15. Final Grade Report

At the end of each semester, students are provided a Grade and Proficiency Report which describes their individual proficiency of English in each skill area. The scale determines which skills a student should consistently show at end of each level. The proficiency report correlates directly with the student’s grade percentages. The report provides the students grade in each class, overall GPA for the semester, and an achievement scale.

#### 4.16. Calculating a GPA

Universities report GPA (grade point average) on a 4.0 scale. The top grade is an A, which equals 4.0. This is the standard scale at most colleges in the U.S. Making satisfactory progress is a 2.0 GPA. ([www.collegeboard.com](http://www.collegeboard.com))

Each letter grade is given a numeric value:

A (93-100%) =	B+ (87-89%)=	C+ (77-79%)=	D+ (67-69%)=
4.0	3.3	2.3	1.3
A- (90-92%) =	B (83-86%)= 3.0	C (73-76%)= 2.0	D (65-66%)= 1.0
3.7	B- (80-82%)=	C- (70-72%)=	F (Below 65)=
	2.7	1.7	0.0

This numerical value for the letter grade is multiplied by the credit value of each course to determine the *Quality Points*.

Thus a 3 credit class in which the student receives an A would give them 12 *Quality Points* (4 being the numeric value for the grade of A x 3 credits = 12 quality points).

*GPA Credits* are the number of credits attempted.

The GPA is calculated by dividing the total number of *Quality Points* by the total number of *GPA Credits*. This same calculation is used in figuring both the semester and cumulative GPA.

To illustrate the calculation, if a student attempted 18 credits (full-time) and received the following letter grades, they would earn these *Quality Points*:

	Credits		Grade		Quality Points
Reading Composition	9	X	3 (B)	=	27
Listening Speaking	6	X	4 (A)	=	24
Integrated Skills	3	X	2.3 (C+)	=	6.9
<b>Total</b>	<b>18</b>				<b>57.9</b>
<b>Total GPA</b>	<b>57.9/18</b>	<b>=</b>	<b>3.22</b>		

In this case, the student's GPA for the semester would be 3.22. This is calculated by dividing the 57.9 *Quality Points* by the 18 *GPA Credits*. This student would be making satisfactory progress.

#### *Class Credits/Hours*

Courses	Credit Hours
Reading Composition	9
Listening Speaking	6
Integrated Skills	3

#### **4.17. Academic Review Process**

The ALCP is committed to the success of our students. All efforts are made to ensure evaluation criteria are clearly explained and that students receive feedback from their instructor as to their achievement of the student learning outcomes through verbal and written feedback. If a student has concerns about the objectivity or fairness in making, administering and evaluating class assignments, a student may request an additional review of an assignment or other course work.

1. The academic review process may be started at any time during the semester. **Academic review does not occur after final grades have been reported.** The student should submit graded in-class and out-of-class work with teacher's feedback and instructions for review.
2. The student must first talk with the instructor(s) to voice concerns, and request explanations of the assignment evaluation. Resolution and clarification is best-sought in-person with the instructor.
3. If the student and the instructor cannot resolve the assignment evaluation issue, the student may meet with the ALCP Academic Advisor/Program Coordinator. The student must complete and submit the Academic Review Form in iVandal, along with any additional evidence for review (assignment, instructions, rubrics, etc.).
4. If the issue is not resolved, the ALCP Director can make a third and final review. The Academic Advisor will provide the iVandal Academic Review Form, along with all additional evidence for review.
5. Once the ALCP Director receives and reviews all the documents, a final written decision will be made. The Director will meet with the student and email the results within 3 business days. The decision is final.

#### 4.18. Grade Feedback

If students have questions regarding their final exams, final grades or failing a course, they are encouraged to first talk with their teachers. The teachers can provide specific feedback regarding the student's language proficiency, and provide strategies for improvement.

#### 4.19. Satisfactory Progress

Students are expected to make satisfactory progress during their enrollment at the ALCP. In alignment with University of Idaho policies, a student is in good academic standing if their semester GPA and cumulative GPA is 2.0 or higher. If a student's GPA falls below 2.0, they could be placed on Academic Probation. If a student's GPA falls below 2.0 in a consecutive semester they will be academically disqualified from the program.

**Satisfactory Progress:** Satisfactory progress is demonstrating achievement in the course skills and levels, as well as demonstrating ownership of learning through class attendance, engagement, repeating courses, and overall time in the program.

**Academic Probation:** In the case of academic probation, a student will be referred to the ALCP Director and develop a study plan with their faculty academic advisor. Students on academic probation who attain a GPA of 2.0 or higher are removed from probation at the end of the semester if their GPA improves. Students on Academic Probation are required to attend weekly Academic Success seminars.

**Academic Disqualification:** If a student attains less than a 2.0 GPA for two semesters or fails a course/level twice, the student must complete a dismissal appeal form. The ALCP faculty and staff will holistically evaluate the student to determine whether the student can enroll in the course/level for a third time, or be dismissed from the program.

Subsequent class grades for the same course and level will not replace a previous course grade. That is, each course grade for each semester will appear on the academic transcript.

### 5. Academic Student Policies

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#### 5.1. Acceptance of Late Assignments

The ALCP policy recommends that teachers accept late work minimally, but ultimately it is based on each individual teacher's discretion.

Recommended Policy:

1. Students cannot make-up missed in-class assignments, quizzes, or exams.
2. Major assignments lose 10% of the grade for each day the assignment is late (including weekends).
3. In the case that a teacher chooses to accept late work, or permit a student to make-up an in-class assignment/quiz, the student may be given only one opportunity to make-up the assignment. *In addition, students cannot make-up work after one week of the original assignment deadline.*

#### 5.2. Learning Agreement

\*\* The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change. Page | 22

All new students, as well as returning students every fall semester, will fill out the ALCP Learning Agreement. Students repeating a level may be asked by their Academic Success teacher to review their past learning agreement, or complete a new one. The Learning Agreement covers attendance, academic honesty, grades and appeals, and is also translated into the first languages of our largest student groups.

### 5.3. Tutoring Policy

In the context of the ALCP, *tutoring* is receiving one-on-one or small group guidance or instruction in skill areas of the English language, and in particular, skill areas in which a student needs improvement. Tutors are most often teachers, MA TESL students, English students, or students in a related field and with ESL experience. When available, ALCP trains U of I work study students to tutor ALCP students. ESL Work Study tutors are free to the ALCP student. Below are the responsibilities of the ALCP, tutors and students:

- *ALCP's Responsibility:* The ALCP will provide an ESL Work Study Tutor if available, OR a list of trained tutors for the student to contact, although the ALCP staff and faculty are happy to assist with the meeting coordination. Students can choose a tutor from the ALCP designated list. Teachers may refer a student for tutoring, or students may be required to meet with a tutor based on an IEP. In cases where the ALCP requires a tutor for a student, teachers will provide guidance and materials to the student and tutor about which skill areas to develop.
- *Tutor's Responsibility:* A tutor's purpose is to provide additional and/or supplemental assistance to a student's learning. Tutors do not edit or revise student work, either through written or verbal revision. Tutors do not work on specific class assignments (homework, essays, etc.) with students, but rather, help students develop specific skills such as sentence structure, vocabulary, and pronunciation. Tutors *may* charge for tutoring. The current estimated rate is \$15-\$30 per hour.
- *Student's Responsibility:* Students may request a tutor, or be assigned a tutor based on an Individualized Education Plan. The student must attend a mutually agreed upon meeting time on-time. If students cancel often, cancels at the last minute, without at least 24 hour notice, the student will lose his/her opportunity for tutoring. Students are responsible for paying any tutoring fees; however, sponsors often pay for tutoring, so if a student is sponsored they must request this resource from their sponsor.

### 5.4. Attendance Policy

The ALCP is an intensive English for Academic Purposes program. If a student misses class, it will adversely affect their learning because of the large amount of material taught in each class. If students are absent from class, they will miss important instruction, group work, presentations, in-class activities, and essential opportunities to practice and utilize their English.

- **Arrival and Departure:** Students are expected to arrive at least a day before the semester begins. New students must arrive at least a day before orientation. Any absences due to late arrival to the program will not be excused unless ALCP Director permission has been granted in advance.

- **Absences:** Anytime students miss class, for any reason, they are marked absent. In other words, *there are no excused absences*. They have missed critical information and opportunities to practice English.
  - Students may be marked absent if they miss more than 15 minutes of class.
  - It is the student’s responsibility to contact their teachers regarding missed content and homework.
  - If students have an emergency and are staying in the hospital, they should contact the ALCP Program Coordinator. All emergency medical letters, notes, or documentation must be given to the ALCP Program Coordinator. The documents will be placed in the student’s file for consideration if probation or dismissal levels of attendance are reached.
- **Tardies:** Three (3) tardies are equal to one (1) absence. A tardy is missing up to 15 minutes of class.
- **Reporting:** It is the student’s responsibility to keep track of his/her own absences and tardies. Students are informed of absences and tardies if they reach the following infractions.

**Attendance Policy Reinforcement Steps:**

Attendance Policy	# of Absences	Student Responsibility	Consequences
<i>All absences and Tardies</i>	1 or more missed classes; being late or leaving early from class.	<ul style="list-style-type: none"> <li>• Student must contact their instructors regarding missed class work and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Students miss course work and instruction which can indirectly affect their achievement and grade.</li> </ul>
<i>Attendance Warning</i>	2 individual course absences; or 6 total ALCP course absences	<ul style="list-style-type: none"> <li>• Student must contact their instructors regarding missed class work and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Students miss course work and instruction which can indirectly affect their achievement and grade.</li> </ul>
<i>Attendance Probation</i>	4 individual course absences, or 8 ALCP course absences	<ul style="list-style-type: none"> <li>• Student must contact their instructors regarding missed class work and homework.</li> <li>• Student must meet with an ALCP staff person and sign an attendance probation agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Students must review the attendance policy and sign an attendance probation agreement.</li> <li>• Students are permitted only one attendance probation during their time at the ALCP.</li> <li>• Probation will continue through the next semester.</li> </ul>
<i>Attendance Dismissal</i>	<p>If the student misses 10% of classes in any one course, or over all, they will be dismissed from the program.</p> <p>3 credit course: 5 absences            6 credit course: 8 absences            9 credit course: 8 absences</p>	<ul style="list-style-type: none"> <li>• Student must meet with an ALCP staff person to discuss transferring or leaving the U.S.</li> <li>• Students are permitted one attendance dismissal appeal. They may appeal via iVandal.</li> </ul>	<ul style="list-style-type: none"> <li>• The ALCP will terminate the student’s visa</li> <li>• The student has 15 days to leave the U.S. or get an acceptance letter to a different language program.</li> </ul>



## 5.5. Late arrival/Early Departure to the Program

Students are required to arrive to the ALCP prior to classes beginning. If a student arrives late, the absence(s) will be unexcused. All late arrivals must be approved in advance. Students may not leave early from the semester. Students may not take their final exams early except for medical or family emergencies and with permission from the ALCP Director.

## 5.6. Balancing Parenting with ALCP Classes Moscow School District In-Service Days (No School)

On certain days during the school year, the Moscow School District holds no classes so the teachers can work on professional development. The [academic year calendar](#) can be found online at the [Moscow School District website](#). On these occasional professional development days, ALCP students with children in public school will need to make other childcare arrangements, since school is out. **Children are not permitted to attend ALCP classes with their parents.** Also, as stated in the attendance policy, **there are no excused absences.**

### Moscow School District IN-SERVICE DAYS FOR THE 19-20 ACADEMIC YEAR:

- October 3-4
- October 31-Nov 1
- Jan 24-27
- April 3

### Adventure Club:

**For children in elementary School – 1st through 6th grade:** Moscow School District hosts “Adventure Club,” a day of crafts and activities for children on days that school is closed. For more information, see the [Adventure Club Website](#). We recommend that you register your children at the beginning of the school year. Adventure Club is held daily after school, as well as during breaks. Costs for full-day adventure club on the in-service days is about \$25 per day. They also offer care after school for about \$9 per day.

**For children too young for elementary school:** See page 33 of the ALCP Student Handbook for a list of local daycares and preschools. For further information, you may contact the Idaho Careline at 1.800.926.2588 or see the [Idaho Stars website](#).

### Moscow School District Snow Days (No School)

Very rarely, the Moscow School District closes because of winter weather, like snow and ice. The University of Idaho, as well as the ALCP, often still stay open even when the Moscow School District is closed for snow days. Keep in mind that **children are not permitted to attend ALCP classes with their parents.** It might be helpful to make a back-up plan for babysitting with your friends or daycare in case this happens. Please communicate with your teachers if such a situation arises, being careful to discuss missed class, quizzes, and homework.

## 5.7. Transfer Policies

### 5.7.1. Transfer Out

If a student decides to transfer out of the ALCP to a new program, they must submit the Transfer Out form in iVandal ([www.ivandal.uidaho.edu](http://www.ivandal.uidaho.edu)), an acceptance letter and any additional transfer documents required from the new school. Once this has been completed, the ESL Immigration Advisor transfers the student's SEVIS records according to immigration policies. In addition, if the student is sponsored by his/her government, they must FIRST receive permission to transfer from their sponsor. The ESL Immigration Advisor can assist the student in this process.

Checklist:

1. Pay student account
2. Meet with ESL Immigration Advisor
3. Complete ALCP Exit Evaluation in iVandal

**If you are transferring to another school from the University of Idaho ALCP, please do the following:**

1. Notify the International Programs Office (IPO) of your intent to leave ALCP immediately. If you do not register for the next semester in the first 30 days, and if we have not been notified of your intent to leave, your SEVIS records may be terminated, which makes you unable to transfer to another school.
2. You must show proof of acceptance at the other school and complete the transfer form before we can process your transfer.
3. Withdraw from all ALCP courses. If you do not withdraw from courses you have registered for, you may be charged tuition and fees even if you do not attend. However, a refund will not be possible if you withdraw after the 10<sup>th</sup> day of class.
4. Pay all outstanding bills (phone, utilities, housing, and registration fees) at U of I, or you will not be able to obtain official transcripts from the U of I Registrar's Office.
5. Update your address with ALCP so that important documents can be sent directly to your new forwarding address.

### 5.7.2. Transfer In

If a student wants to transfer into the ALCP from a different program, they must follow the ALCP admission policies and procedures located on the ALCP website. The student must also meet the transfer student requirements:

- a. This must be the student's first transfer. Students who have transferred language schools in the past cannot enroll in the ALCP. In other words, they cannot have attended more than one U.S. English Language Program in the past.
- b. The student must submit the following documents for review prior to acceptance:
  - a. Fill out the ALCP Student Transfer-In Form.
  - b. Written paragraph explaining reasons for transferring.
  - c. Official grades from the current language program.
  - d. Record of attendance from the current language program.
  - e. If the student is sponsored by his/her government, they must **FIRST** receive permission to transfer from their sponsor. The ESL Immigration Advisor can assist the student in this process.

- c. Transfer students must attend the ALCP new student orientation. If they plan to arrive late, they must postpone their arrival and enrollment until the following semester, if accepted.

## 5.8. Dismissal from Program

### 5.8.1. Reasons for Dismissal

Students may be dismissed from the American Language and Culture Program for the following reasons:

- *Attendance:* See [Attendance Policy](#).
- *Behavior:* Students who are disruptive with their teachers, other students, the ALCP administrators, or other people in the community may be asked to leave. All ALCP students are held accountable to the University of Idaho's [Student Code of Conduct](#).
- *Grades:* See [Repeating a Level Policy](#).

**Please note that students have only 15 days—starting from the day they are notified of dismissal—to exit the United States or transfer to a new program.**

### 5.8.2. Final Dismissal Decision

Once a student has been dismissed from the program, he/she is not permitted to reapply for future semesters.

## 5.9. Withdrawal from Program

Students may withdraw from the ALCP for personal reasons. However, refunds can only be given if the student withdraws within the first 10 days of the semester. Please note that students have only 15 days—starting from the last day that class was attended—to exit the United States. Students needing to withdraw must talk with the ALCP Program Coordinator & the ESL Immigration Advisor.

Students who leave the program for more than one ALCP term and decide to return must re-take the placement tests and will be placed in the appropriate level based on the most recent placement test results. They will be charged the \$100 Placement Testing Fee each time they test. Exceptions may be made depending on circumstances, but these must be discussed with the ALCP Director.

## 5.10. Complaint/Grievance Procedures for Students

### ALCP Complaint Process

1. First, a student who has a complaint\* is encouraged to first speak with the person involved to voice his/her concerns, and provide an opportunity to resolve (fix) the issue.
2. Second, if speaking with the person involved does not resolve the problem, or if the student does not feel comfortable speaking with the person, the student should fill out the ALCP Complaint Form via iVandal and submit the form to the ALCP Program Coordinator.
3. Third, depending on the topic of the complaint, a designated staff person at the ALCP (i.e. ALCP Program Coordinator or Faculty member) or University of Idaho (i.e. counseling liaison) will schedule to meet with the student to listen and help resolve the issue.
4. After meeting with an ALCP/ U of I staff person, if the issue has not been resolved, the student may share his/her complaint with the ALCP Director. The ALCP Director will review the complaint

form, and any additional documents, and take steps to resolve the issue.

5. If the issue continues to be unresolved, the ALCP Director will notify the appropriate administrator for further consultation.
6. In the case that a complaint cannot be resolved within the ALCP and International Programs Office, the ALCP Director the appropriate administrator for assistance such as the Dean of Students, Ombudsman, and/or the Director of Human Rights, Access and Inclusion.

*\* In an extreme case, such as discrimination or harassment, the student is encouraged to meet with the University of Idaho Diversity and Human Rights Officer, and U of I employees are required to report the incident under Title IX. (see link below.)*

## Complaint Categories

**In the case of a conflict or problem with a student:** If a student has a complaint toward another student, the student should follow the ALCP Complaint Process above.

**In the case of an Academic Complaint:** If a student has an academic concern regarding a specific assignment at the ALCP, the student should follow the ALCP Academic Review Process.

**In the case of an ALCP Policy Complaint:** If a student has a complaint regarding an ALCP policy or procedure, the student should follow the ALCP Complaint Process above.

**In the case of a Discrimination, Harassment, Retaliation complaint:** If a student has a complaint regarding illegal discrimination, harassment, including sexual harassment, or retaliation in which the alleged perpetrator (person who the complaint is against) is a University of Idaho employee or volunteer, the student should contact the Director of Human Rights, Access and Inclusion. If the complaint is toward another student regarding illegal discrimination, harassment, including sexual harassment, or retaliation, the student should contact the Office of the Dean of Students.

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity/expression, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment.

Human Rights, Access and Inclusion: <https://www.uidaho.edu/diversity/ocri/policy-procedure/complaint-resolution-procedure>

Office of the Dean of Students: <https://www.uidaho.edu/studentaffairs/dean-of-students>

### 5.11. Academic Misconduct Policy and Procedure

The purpose of the ALCP is to ensure students have English written, verbal, reading and listening skills to communicate their thoughts and ideas at an academic level on their own. The ALCP does not permit students to receive **editing** or **revising** assistance from any English speakers, tutors, or the University of Idaho Writing Center. This differs from the university policy as the ALCP is teaching students to develop their individual proficiency and control of English language grammar, sentence structure, and academic vocabulary and word forms. To progress through the ALCP levels and matriculate to the University of Idaho, students must provide evidence of language proficiency development through the learning process. The learning process is taught and facilitated by the ALCP teachers according to the ALCP Curriculum, with the purpose of accurately assessing student English proficiency.

## Definitions of Academic Misconduct

\*\* The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change. Page | 28

- **Plagiarism:** Not crediting another individual for his or her work. This includes not citing quotes, data/research, paraphrased ideas, summaries, photographs, images, maps or websites you may have used for research. Plagiarism extends to short papers, longer research papers, presentations of any sort including websites and Power Point presentations. Lifting any blocks of text without proper citation is considered plagiarism, as is using a photograph without crediting the news agency or individual responsible for the original photo. (U of I Policy, <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity> )
  - Any assignment that was created by another student that you are turning in as your own work is considered cheating. Purchasing papers from websites or other people is academic misconduct, the same as cheating and/or plagiarizing.
  - Using a paper or assignment you wrote or created for another class as "new" for a different class.
  - Providing the materials to facilitate any of the above. You are just as guilty as the cheater if you give another student the paper or assignment to copy.
  - Skipping a test or turning in assignments late, making false excuses to your professor to avoid point reductions or other repercussions.
  - Cooperating or sharing answers on a take home test or other assignment designed to evaluate an individual, not the performance of a group.
- **Working with others:** It is acceptable for a student to discuss ideas regarding assignments with others. However, each student must have original work, different from others' work. Identical or very similar assignments cannot be submitted by two or more students.
- **Receiving help from others:** Others may not edit, revise, translate, transcribe, or complete assignments for students.
- **Submitting the same assignment for different classes:** Students cannot submit the same assignment to different teachers or classes.
- **Using outside sources:** When using outside sources to complete assignments, students must paraphrase and cite the source. Direct quotes must be used minimally. Assignments which have copied text from other sources, whether it is short phrases, sentences, paragraphs or longer texts, must have proper citation.

\*ALCP adheres to the *University of Idaho Student Code of Conduct* with regard to academic honesty. For details, see the following University of Idaho web pages: <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>

### ***ALCP Student Rights and Responsibilities***

If a student is suspected of academic dishonesty, in any form, the student has the right to:

- Provide evidence that the work was his/her effort alone.
- Request an academic review of the assignment through the Academic Review Process, or through the Complaint/Grievance Process.

### ***ALCP Teacher Rights and Responsibilities***

The teacher has complete authority to assess academic misconduct and determine the response. When teachers identify a student's work as plagiarized or as academic misconduct, in any form, the teacher is encouraged to follow these guidelines as it applies to the individual situation:

- Discuss the situation with the student.
- In the case of the appearance of receiving help from others, plagiarism, or a form of unacceptable translation (such as Google Translate, paid translation, etc.), the teacher may ask the student to re-write their assignment in-house while monitored.
- The teacher may report the offense to the Dean of Students office.

\*ALCP adheres to the *University of Idaho Student Code of Conduct* with regard to academic honesty. For details, see the following University of Idaho web pages: <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>

## 5.12. University of Idaho Student Code of Conduct- Academic Dishonesty

University of Idaho ARTICLE II- PROSCRIBED CONDUCT.

**A. Rules and Regulations.** The following list describes actions that detract from the effectiveness of a University community and for which students are subject to disciplinary action. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary process outlined in FSH 2400:

**A-1. Academic Dishonesty.** Academic honesty and integrity are core values at a university and the faculty finds that even one incident of academic dishonesty may merit expulsion. Instructors and students are jointly responsible for maintaining academic standards and integrity in university courses. In addition to any disciplinary sanctions imposed under the Code, additional consequences for academic dishonesty may be imposed by the course instructor, including issuing a grade of “F” in the course. Any grade issued by the course instructor, whether as a result of academic dishonesty or not, constitutes an academic evaluation and is not disciplinary action. All instructors must report incidents of academic dishonesty to DOS by email or using the reporting form on DOS website. Acts of academic dishonesty include but are not limited to the following:

**a.** Cheating includes, but is not limited to, the following:

- (1) using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from another’s quiz, test, examination, or other assignment or allowing another to copy from one’s own quiz, test, examination, or other assignment;
- (2) using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (3) acquiring, without permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff;
- (4) engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion; or
- (5) engaging in other behavior that a reasonable person would consider to be cheating.

**b.** Plagiarism includes, but is not limited to, the following:

- (1) using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment;
- (2) using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or

(3) engaging in other behavior that a reasonable person would consider plagiarism.

c. Furnishing false information or false representations to any University official, instructor, or office. Submission of false information or withholding information at the time of admission or readmission may make an individual ineligible for admission to, or continuation at, the University.

d. Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

e. Violating any provision of university policy regarding intellectual property and research. All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required [see *Faculty-Staff Handbook 5400.*]

### 5.13. Class and Program Evaluation

The ALCP is committed to program and process improvement. We value student opinions and request that students provide feedback each semester to improve classes and programming. The feedback is documented and taken into account in changes to class and program outcomes during the annual summer program evaluation.

**Formative Evaluation:** Formative evaluations assess the classroom environment from the student's perspective. They are given every semester. The purpose is to evaluate what students like about the class, and what they would like to change in order to better meet their learning needs. Evaluating classes mid-semester, allows for change and modification by the instructors for the final 3-4 weeks. Formative evaluation can be given in two forms, 1) discussion, or 2) written.

**Summative Evaluation:** Summative Evaluations assess the classroom environment and teaching of the semester. They are given every semester through the University of Idaho Vandal Web. This evaluation is more in-depth than the formative evaluation. It assesses the instructors, class materials and class structure.

**Program Evaluation:** The program evaluation assesses the administrative aspect of the ALCP. They are given every semester through an online, anonymous survey emailed by the ALCP Program Coordinator. It asks students to describe their interactions with the ALCP Staff: Director, Program Coordinator, ISSFS ESL Immigration Advisor, Work studies, etc. Furthermore, this evaluation assesses the student services, such as activities, housing, and health insurance, and requests student feedback.

**Program Exit Evaluation:** Students transferring out of the ALCP are encouraged to complete a program exit evaluation available on iVandal.

## 6. ALCP Student Life

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### 6.1. Academic Advising and Student Responsibility

Each student is assigned a faculty member as academic advisor. The ALCP Director, ALCP Program Coordinator, ALCP Faculty, and ISSFS ESL Immigration Advisor are available to advise students on personal or cultural issues. Any DSO at IPO, such as the ISSFS ESL Immigration Advisor, the ISSFS Associate Director, and the ISSFS Director are all available to advise students on immigration issues.

#### Faculty

Students receive on-going academic advising from the faculty members. Each student is assigned a faculty member as academic advisor for the duration of their time at ALCP. If students have questions regarding their academic progress, grades or homework, they can speak directly to their teachers in class, during office hours or by making an appointment.

#### ALCP Program Coordinator

The Program Coordinator teaches the Orientation seminars and arranges Academic Success/tutoring sessions. The Program Coordinator tracks academic records and attendance, and emails midterm and final grades. The Program Coordinator assists with initial policy questions, as well as general acculturation questions.

#### ESL Immigration Advisor

The ESL Immigration Advisor has walk in hours for students to request immigration related information. Appointments can also be made via email. The ESL Immigration Advisor provides academic advising if students need assistance with applying to the U of I, communicating with their U of I academic advisors, or navigating the U of I. The ESL Immigration Advisor provides immigration advising and is available to provide cultural advising as needed to aid students in adjusting to American culture and campus life better.

#### Sponsored Students

Students who are sponsored by their government (e.g., SACM, CBIE, BSMP) have additional academic advising. Their embassy requires academic updates each semester. The ISSFS/ALCP staff provide the student's sponsors with an enrollment letter, a final grade report, and a progress report each semester, as well as any additional reports requested by their sponsors.

#### Students of the University of Idaho

As a unit within the University of Idaho, ALCP students must follow the U of I policies. Enrolling at the ALCP is agreeing to follow the Student Code of Conduct and Academic Integrity Initiative. Students can receive support through and ultimately are referred to the Office of the Dean of Students. To read and understand expectations for students, please go to the following websites:

- Office of the Dean of Students: <https://www.uidaho.edu/studentaffairs/dean-of-students>
- Academic Integrity Initiative: <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>
- Student Code of Conduct: <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/student-code-of-conduct>

### 6.2. Personal Advising



The ALCP staff and faculty and the ESL Immigration Advisor have walk-in hours, office hours, and students may also set-up an appointment.

The ALCP faculty provide academic advising and acculturation counseling. Each student is assigned an ALCP faculty to meet with twice a semester for academic advising. They discuss academic goals, review ALCP and U of I policies, and discuss concerns and achievements.

The ALCP Program Coordinator helps students find solutions for issues that might affect their academics, , housing, culture shock, etc., as well as policy questions.

The ALCP Director is the only administrator who gives permission for exceptions on ALCP Policy, such as early final exams or late arrival. The ALCP Director's permission is required for concurrent enrollment. Students with crisis situations are encouraged to speak with the ALCP Director.

The ESL Immigration Advisor provides immigration advising, University of Idaho admission advising, housing concerns, health issues, and acculturation counseling.

Advisors are trained in connecting students with the appropriate resources on campus for further assistance, such as the Counselling and Testing Center <https://www.uidaho.edu/current-students/ctc/counseling>.

### 6.3.Vandal Web

Vandalweb is the website students use to access their University information. Students can access their midterm and final grades, university registration, student information and student accounts. Vandalweb is the simplest way to reserve housing, update student information such as addresses or phone numbers, view grades and pay for tuition and other fees. Students must remember their Student ID number and Net ID in order to access their Vandalweb. The first time a student logs-on, they will use their Student ID and PIN. The student must then create a new password for future use. Below is a demo of how to access Vandalweb and the website to setup a Vandalweb account.

Website: <http://www.vandalsetup.uidaho.edu>

### 6.4.iVandal International Student Information System

To access immigration records, as well as ALCP academic files, all international students should become familiar with the iVandal information system. Students use iVandal to communicate with the IPO immigration officers, to check their status on health insurance waivers, to update their addresses, and more. ALCP students can submit appeals, such as attendance dismissal appeals, through iVandal, as well as access PDF reports of their ALCP Grades.

Website: <http://ivandal.uidaho.edu>

When do I use Vandalweb, and when do I use iVandal?	
Vandal Web	iVandal
Pay Student Account	Update address for immigration
Set up Payment Plan	Access ALCP Final & Midterm Grades
Look up Class Schedule	ALCP Appeal forms: Level change, Class Change

Look up Transcripts	Attendance
Request SHIP insurance Card	Upload documents for your I-20
Purchase Meal Plan	Find academic advising notes
Update address for Student Accounts	ALCP Exit Evaluation
Vandal Alert Sign-Up	Travel Requests, Social Security Letters of Denial

### 6.5. Vandal Cards

Every ALCP student will receive a student identification card from the University of Idaho. This is called a “Vandal Card.” Students can use their Vandal Card for identification, to check out books from the library, and to use the campus recreational facilities. If a student purchases a meal plan in the residence hall cafeteria, their Vandal Card serves as a meal card. Students can also set up a prepaid (debit) account and use their Vandal Card to pay for items at the University Bookstore, the University Commons, and the various coffee shops and snack centers around campus. If a Vandal Card is lost or damaged, it costs \$25.00 to replace the card.

### 6.6. Student Identification Numbers

The student ID number identifies a person as an ALCP student. It is important for students to memorize their student ID number. They will need it to access Vandalweb and Vandalmail, to register for classes, and to check student accounts. This number is also on the Vandal ID card. It is important not to lose this. If a Vandal Card is lost or damaged, it costs \$25.00 to replace the card.

### 6.7. Vandal Mail & Communication

#### E-mail

The American Language and Culture Program will provide a University of Idaho e-mail account for every ALCP student. **All ALCP students must use their U of I email address.** The ALCP and the U of I administration rely on e-mail to notify students of important information. There are numerous computer labs on campus where students can check e-mail regularly.

International students are **required by law** to keep the Immigration & Naturalization Service (INS) and the ALCP informed of their address at all times. **Students must fill out a change of address form in iVandal if they move at any time during their studies at the ALCP.**

#### Facebook

Facebook is a great way to stay in contact with current students and alumni students. Students can create their own Facebook profile by logging onto [www.facebook.com](http://www.facebook.com). The only people allowed to see a Facebook page are those whom they allow to be their “friends.” This is a very popular means of communication in the United States and globally. Once a profile is created, “like” the page U of I American Language and Culture Program.

### 6.8. Campus Housing Requirement

All first year University of Idaho students are required to live on campus. This includes ALCP students during their enrollment at the ALCP. By living on campus during their ALCP coursework, students complete the requirement for their freshman year at the University of Idaho. We follow the same policy, requiring all students to live on campus, except those who meet the criteria for exemption, such as being 21 or older, being married, having children, or living with parents.

In addition, we encourage students to live in the residence halls to be more involved in campus life and events, to make connections with American roommates, and practice their English by living with English speakers. In addition, students who live off campus often have trouble arriving at class on time, especially in icy and snowy winter conditions.

Live on campus requirement & exemption form: <https://www.uidaho.edu/student-life/live-on-campus/requirement>

## 6.9. Community Connections

**Conversation Partners / Coffee Shop Night:** A conversation partner allows you to meet with an American student for informal conversations in your free time. We will try to find conversation partners for all ALCP students who sign-up. Talk with the IPO Outreach Coordinator if you would like to sign-up.

**Dinner in a US Home:** The Dinner in a U.S. Home Program provides an opportunity for international students at U of I to connect with the Moscow community by attending a meal in a local home. This program is designed to foster new friendships that promote cultural exchange and appreciation for hosts and students

### Outdoor Program Activities

The ALCP partners with the U of I Outdoor Programs office to provide optional activities and events for international students to participate in each semester. Activities may include whitewater rafting, skiing, huckleberry picking, camping, hiking, biking, fishing, ice skating, and many others. Students must sign a liability waiver before attending an activity and sign up at the Outdoor Programs office at the Student Recreation Center. Activities may require an extra fee.

## 6.10. Study Areas

**Resources:** English language resources are available for your use in the ALCP office, LLC 136. Students may borrow a variety of materials including reading, writing, grammar, listening/speaking textbooks, as well as numerous TOEFL preparation materials.

## 6.11. Childcare Options

- This is not a complete list of all options. You can talk with friends, or search on the internet for other options.
- The State of Idaho has a resource for parents to find child care through the [Idaho Stars](https://orm.naccraware.net/orm/ormSearch) website: <https://orm.naccraware.net/orm/ormSearch>
- During the school year, some childcare centers and schools close for a day for teachers to have meetings. As parents, you need to be proactive and plan ahead of time if you are going to miss class.

Childcare	Contact Info	Estimated Cost per Month (Subject to change)
<i>University of Idaho Children's Center</i>	Phone: (208) 885-6414 Website: <a href="https://www.uidaho.edu/student-affairs/childrens-center/tuition-rates">https://www.uidaho.edu/student-affairs/childrens-center/tuition-rates</a>	Full-time: Infant: \$875/month Toddler: \$821/month Pre-school: \$661/month
<i>Small Steps Childcare and Preschool</i>	Phone: (208) 882-8176 Website: <a href="http://impactchurchmoscow.org/smallstepschildcareandpreschool.org/">http://impactchurchmoscow.org/smallstepschildcareandpreschool.org/</a>	Infant: \$675/month Toddler: \$635/month Pre-school: \$605/month
<i>Charlie Bear's Childcare (Gritman Hospital)</i>	Phone: 208.883.6024 Website: <a href="https://gritman.org/child-care/">https://gritman.org/child-care/</a>	
<i>Moscow Day School</i>	Phone: (208) 882-8426 Website: <a href="http://www.moscowdayschool.org">http://www.moscowdayschool.org</a>	Full-time: Infant: \$825/month Toddler: \$725/month Pre-school: \$650/month Pre-K: \$625
<i>New Discoveries Playschool</i>	Phone: (208) 882-4073 Website: <a href="http://www.newdiscoveriesplayschool.org/default.html">http://www.newdiscoveriesplayschool.org/default.html</a>	Full-time: Infant: \$995/month Toddler: \$895/month Pre-school/Pre-K: \$735/month
<i>Palouse Hills Daycare</i>	Phone: (208) 882-0579 Website: <a href="https://moscowid.adventistschoolconnect.org/daycare">https://moscowid.adventistschoolconnect.org/daycare</a>	
<i>Palouse Early Learning Center</i>	Phone: 208-882-5437 Website: <a href="http://www.palouse-kids.com/">http://www.palouse-kids.com/</a>	

#### 6.12. Visiting a Physician

- All students are welcome to use the on-campus **Student Health Center** at 623 S. Main St when they need to visit a physician (doctor of medicine) between 8 am and 4 pm.
- If you become ill and need to visit a physician on the weekends, please visit **Quick Care**, located on 2500 W A St #101, behind Wal-Mart; (208) 882-0540
- If you have a serious health emergency or injury, call the ESL Immigration Advisor or ALCP Director for advice or go to the *Gritman Medical Center hospital Emergency Center*, located at 8<sup>th</sup> and Main Street, downtown Moscow or call 911.

#### 6.13. Pediatricians (Baby or Child Doctors)

\*In the United States, when a child is sick, you should take them to the doctor's office or Quick Care clinic. Americans only take kids to the emergency room when there is a *major* emergency, like a broken bone. If the child has a cold or basic flu, Americans purchase over-the-counter medication to help with fever, sore throat, and cough. Examples: Tylenol, Dimetapp. You can find such medication at any grocery store.

Medical Care	Contact	Hours
Palouse Pediatrics	Phone: 208-882-2247	Hours: Monday – Friday; 8:30am – 12pm, 1pm – 5pm
Moscow Family Medicine	Phone: 208.882.2011 Website: <a href="http://moscowfamilymedicine.com/services/pediatric-care/">http://moscowfamilymedicine.com/services/pediatric-care/</a>	Hours: Monday through Friday: 7:30am to 5:30pm
QuickCARE – Moscow Family Medicine	Phone: 208.882.0540 Website: <a href="http://moscowfamilymedicine.com/locations/quickcare-walk-in-clinic/">http://moscowfamilymedicine.com/locations/quickcare-walk-in-clinic/</a>	<b>This office is open after normal school/office hours.</b> Hours: Monday through Friday: 8:00am to 7:30pm Saturday: 8:00am to 4:30pm Sunday: 11:00am to 4:30pm

#### 6.14. Dentist (Teeth Doctor)

Note: Most dentist offices are not open on Fridays.

Dental Care	Contact	Hours
Moscow Family Dentistry	Phone: (208) 882-6570 Website: <a href="http://moscowfamilydentistry.com/">http://moscowfamilydentistry.com/</a>	Hours: Monday – Thursday: 8:00AM – 5:00PM
Nature’s Way Dentistry	Phone: (208) 883-7777 Website: <a href="http://www.natureswaydentistry.com/">http://www.natureswaydentistry.com/</a>	
Palouse Pediatric Dentistry (children’s dentist)	Phone: (208) 882-9999 Website: <a href="http://www.palousepediatricdentistry.com/">http://www.palousepediatricdentistry.com/</a>	
Palouse View Dental	Phone: (208) 882-4923 Website: <a href="http://www.palouseviewdental.com/">http://www.palouseviewdental.com/</a>	
Bearable Dentistry	Phone: (208) 882-3214 Website: <a href="http://bearabledentistry.com/">http://bearabledentistry.com/</a>	

#### 6.15. Health Insurance Health Insurance

All ALCP and University of Idaho students must have health insurance for every day they are in the country. In the United States, each individual is responsible for paying the costs of his or her own medical care. The cost of medical care is very expensive in the United States. Medical insurance is an absolute necessity in the United States and is a requirement at the University of Idaho.

Students must purchase the U of I Student Health Insurance Plan (SHIP) or a health insurance plan that meets every one of the University of Idaho minimum health insurance requirements for every day the student is in the U.S. The cost of SHIP is subject to change each year and students are billed according to which semester they begin ALCP. All Students are required to fill out the SHIP Enrollment/Waiver Form when they arrive and every Fall

semester after that. If students have their own insurance, their insurance card or insurance policy must be submitted with this form in order to waive the SHIP insurance.

If this information is not provided by the end of the first week of the semester, students will be charged for SHIP insurance, and it cannot be waived until the next semester. Information on the Student Health Insurance Program (SHIP) is available at: [www.uidaho.edu/ship](http://www.uidaho.edu/ship).

### 6.16. Computer Labs

On orientation day, ALCP provides all students with a University of Idaho computer access account. ALCP students have access to 22 computer labs. The on-campus residence rooms are equipped with two Ethernet connections and a separate telephone jack for student use. The Information Technology Services (ITS) Helpdesk will help students register for wireless use across campus. ITS is located in the Teaching and Learning Center (TLC) 128.

University of Idaho Computer labs	
Location	Hours of Operation
SUB 40/40A	Mon-Thurs: 8am-Midnight
	Friday: 8am-8pm
	Saturday: 10am-8pm
	Sunday: 12pm- Midnight
Library 1 <sup>st</sup> /4 <sup>th</sup> floor	Monday-Thurs: 8am-midnight
	Friday: 8am-8pm
	Saturday: 8am-8pm
	Sunday: 8am-Midnight
Art & Architecture South Room 103	Mon-Thurs: 8:30am-10:30pm
	Friday: 8:30am-8pm
	Saturday: 11:30am-9:30pm
	Sunday: 11:30am-8:30pm
Administration Building Room 221/225	Mon-Sun: 24 hours/day*
	*Closed Friday at 8pm open Saturday at 8pm

**Note: All labs close daily from 3am to 4am**

### 6.17. Cross-Cultural Adjustment

#### What is Culture Shock?

- Culture shock may be experienced by any person who spends an extended period of time in a new or different culture
- The shock of adjustment is normal and perhaps universal

#### Common Signs and Symptoms of Culture Shock

- Anxiety
- Sadness
- Depression
- Pain, despair, and disorganization
- Anger, confusion, loneliness (I.e., no social/ familial support)
- Loss of appetite, changes in sleep patterns, tearfulness

- Lack of energy, loss of enjoyment in daily activities, withdrawal from others

## Stages of Culture Shock

*Honeymoon Stage:* This stage is characterized by exhilaration, discovery and anticipation. Perceptions are positive. Emotions include excitement and euphoria.

*Disintegration Stage:* The novelty wears off and host culture begins to intrude on the visitor's life. This stage is characterized by confusion, self-blame, tension, frustration, loss, depression, and withdrawal. Physical symptoms such as headaches and stomach pains may occur.

*Reintegration Stage:* The individual is likely to disregard both the similarities and the differences between the host culture and the home culture. This stage is characterized by hostility, defensive behavior, feelings of vulnerability, rebellion, blame, and rejection of all that the host culture represents.

*Autonomy Stages:* This is the hopeful stage. The person begins to establish an objective, balanced and impartial view of the situation and experience. There is a new sensitivity to the host culture and greater awareness of self and others. The person is less dependent on others and is more relaxed.

*Interdependence Stage:* This stage aims at the goal of a bi-cultural or multicultural identity. This stage is characterized by a sense of belonging, trust, and sensitivity to the host culture.

## How to Cope with Culture Shock

- Know that your reactions and feelings are normal
- Speak with the ALCP Faculty/Staff or your ESL Immigration advisor
- Seek professional help if needed
- Participate in student group organizations and activities
- Talk to students who have adjusted to the experience
- Ask other new international students for support
- Develop friendships with American students who can help you learn about their culture.
- Join a student or community group from your own cultural background
- Join a study group
- Get a tutor in your major subject area (contact departments)
- Get help with study skills
- Talk to your ALCP Faculty/Staff or professors about course expectations

### 6.18. Making Friends in the U.S. and at the ALCP

#### FRIENDSHIP IN THE U.S.

People in the U.S. may have some different ideas about friendship than you do. Here's some general information about U.S. culture\*:

- Anyone can say "hi" to anyone. We're informal and treat each other as equals.
- Friendliness and friendship are different. Americans are friendly, but many Americans are also very private. We keep our personal thoughts and feelings to ourselves.
- Visitors may be disappointed that U.S. people are not available for close friendships.
- We value our personal independence.
- It is easier to interact with people who are like us, and that's what most of us usually do, though this depends on individual personalities. Some Americans are very interested in learning more

about people from around the world.

- Most friendships develop around activities and mutual interests. We don't usually just sit and talk.
- Many Americans have a few "close friends." With them, we talk about our personal lives, and we feel some obligation to help them if they need it. (We don't often ask for help because we think we should depend on ourselves).
- Most U.S. people are careful about having close involvement with people we don't know very well. We are usually very cautious when we meet a new person who wants to get closely involved with us too quickly:  
"What does this person want? How much time will it take?"

### Suggestions

- Take the initiative, but go slowly. It's OK to begin a conversation and to suggest doing something together: going to a movie or a sports event, playing music together, playing video games, etc. "Go slowly" because it takes time to get to know and trust someone.
- Have some conversation topics ready. Learn some memorized phrases, like "Tell me about your family." Or "Tell me about your home town." Remember that people in the U.S. don't like silence. Most of us are interested in cultural similarities and differences and in language.
- Ask us about things you don't understand. Tell about amusing things that have happened to you here. Ask us questions about our families, jobs, travels and interests (but usually NOT about money, body weight, politics or religion—not at first, anyway).
- Find people or groups that share your interests: clubs, organizations, hobbies, etc.
- Be patient and persistent.

\* Adapted from *American Ways* by Gary Althen, Intercultural Press, 1988.

#### 6.19. Entertainment and Restaurants

Moscow offers a great variety of restaurants that offer international cuisine and local American cuisine. See TripAdvisor for reviews and locations for restaurants. Enjoy trying each of these out!

[http://www.tripadvisor.com/Restaurants-g35539-Moscow\\_Idaho.html](http://www.tripadvisor.com/Restaurants-g35539-Moscow_Idaho.html)

#### 6.20. Money Matters

Americans prefer to pay by check, debit, or credit card, even for small purchases, rather than cash. If a student is planning to stay in the United States for more than a few months, he/she should consider opening a checking account at a local bank. When selecting a bank, you should compare services and choose a bank whose offices are conveniently located. When you open an account, most banks will ask you for two pieces of identification, such as your passport and U of I student ID. Keep in mind that many international credit and debit cards do not work in the United States, so this would make an American bank card necessary.

#### 6.21. ASUI (Associated Students University of Idaho)

The University of Idaho supports and encourages student involvement and leadership. If you are interested in joining a student club or organization, visit the ASUI website:

<http://vandalsync.orgsync.com/listoforgs>. Meet native English speakers, students from all over the world and students from your country. These organizations give students the opportunity to make friends and share their culture.



## 6.22. ITS Help Desk

The **ITS Help Desk** is one of the key services provided by Informational Technology Services at the University of Idaho. ITS works with students, staff, and faculty to provide technical assistance with computer technology. Please view their list of supported software products via the website.

The ITS Help Desk is located in room 128 in the TLC building, one level above the Commons food court. We are open Monday through Friday from 7:00am to 6:00pm during the school year, and from 7:30am to 4:30pm during the summer. You may also visit one of our satellite locations during most computer lab hours:

- **SUB lab:** in the basement of the Student Union Building
- **Library labs:** on the 1st and 4th floors of the Library

You can also contact the Help Desk by phone at 208-885-HELP (4357) or by e-mail at [helpdesk@uidaho.edu](mailto:helpdesk@uidaho.edu).

## 6.23. Transportation

Moscow is a very bike friendly town. It is easy to ride from one end to the other in less than 20 minutes. To learn how fix your bike, to purchase, or rent a bike, we recommend the Palouse Bicycle Collective.

The Palouse Bicycle Collective is a non-discriminating, community-oriented bike shop and bicycle recycling cooperative that serves as a platform for education and outreach—bettering the community with healthy, affordable, efficient, enjoyable, and environmentally-friendly transportation. For more information: <http://palousebicyclecollective.org/>

## 6.24. Idaho Driver's License or State ID Card

### Requirements for an Idaho Driver's License or State ID Card

Latah Driver and Motor Vehicle Department (DMV)

Address: 1420 S Blaine St #10, Moscow, Idaho

Phone Number: (208) 883-7216

Office Hours: Monday-Friday 8:30 AM – 5:00 PM

The Driver's Licensing Department is part of the Department of Motor Vehicles (DMV) and is located in the Eastside Marketplace (the Mall off of the Troy Highway where Safeway and Mongolian BBQ are located).

Documents you will need to take with you:

1. Valid Passport with valid visa
2. Valid I-20 (F1 status) or DS-2019 (J1 status)
3. I-94 Receipt
4. A Social Security Letter of Denial, Available in iVandal under student services.
5. Proof of current Idaho residency: document that includes your name and physical address such as a housing agreement, lease or rental agreement, utility, or cable billing. If you are unable to provide one of these documents and affidavit signed by a person you reside with, who has a current Idaho driver's license or I.D. car with the current address on it, will suffice.

Requirements are the same for an Idaho Identification Card or an Idaho Driver's License; however, a written and driving skills test will be required for a driver's license. You can pick up an *Idaho Driver's Manual* from the DMV and **study for this test** ahead of time by becoming familiar with Idaho driving rules and regulations. All documents are subject to approval by the Idaho Department of transportation office (IDT) in Boise.

Students can get more information about the requirements for an Idaho Driver's License at the International Programs Office.

#### 6.25. Finding a Job on Campus

There are several places to look for a job on campus. The Human Resources Office maintains a website that lists job postings on campus. The website is:

[https://uidaho.peopleadmin.com/postings/search?utf8=%E2%9C%93&query=&query\\_v0\\_posted\\_at\\_date=&query\\_organizational\\_tier\\_3\\_id=any&query\\_position\\_type\\_id=3&commit=Search](https://uidaho.peopleadmin.com/postings/search?utf8=%E2%9C%93&query=&query_v0_posted_at_date=&query_organizational_tier_3_id=any&query_position_type_id=3&commit=Search). A list of additional places to look for a job has been placed in your orientation folder. When the ALCP is in semester, F-1 students may only work up to 20 hours per week on campus. During the ALCP semester breaks, F-1 students may work up to 40 hours per week on campus.

REMINDER: The ALCP is an intensive English for Academic Purposes program and students will be in class for 18-24 hours a week. This schedule does not allow for a lot of free time to also work, and thus students must be very careful of planning their time if they work while they are enrolled as a full-time ALCP student.

#### 6.26. Social Security

If a student finds employment on campus, they must apply for and receive a Social Security Number in order to get paid for their work. Students who are not planning to work or do not have a job offer are not eligible for a Social Security Number.

##### Requirements for a Social Security Number

##### Social Security Office

Address: 1617 19<sup>th</sup> Avenue, Lewiston, Idaho  
Phone Number: (208) 746-2995  
Office Hours: Monday-Friday 9:00 AM – 3:30 PM

The Social Security Office is located in Lewiston, Idaho, which is about 35 miles south of Moscow. The ALCP does not provide transportation to the Social Security Office, so students must find their own transportation. There is a bus that goes from Moscow to Lewiston. For times and reservations, contact Moscow Valley Transit at (208) 883-7747.

Documents you will need to take with you:

1. Social Security Application
2. Valid Passport with visa
3. Valid I-20 (F1 status) or DS-2019 (J1 status)
4. I-94 Receipt
5. Job offer letter from employer. Letter must contain very specific information such as where on campus you will work, hours, and what type of work you will be doing. See [sample offer letter](#) in the Appendix.
6. Job offer letter must be signed and stamped after the job offer has been validated by the ESL Immigration Advisor.

Receiving the Social Security Card usually takes 4-12 week, but U of I can provide temporary work allowance if Human Resources is shown an SSN application receipt, which students are given during their visit to the Social Security Office.

## 7. University of Idaho Resources

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### 7.1. Admission to the University of Idaho

#### 7.1.1. Conditional Admission

Conditional admission may be granted to applicants who qualify academically, but have not yet achieved the University of Idaho's minimum English language requirements for full admission. Students granted conditional admission must enroll in Idaho's American Language and Culture Program (ALCP) to achieve the minimum language requirement. If the required level of language proficiency is not achieved within a two-year time period, applicants may petition to continue in the ALCP and will need to reactivate their application for admission to the academic department in order to have it remain active.

Students seeking conditional admission must submit:

- An international application for admission.
- \$70 non-refundable application fee.
- ALCP application\*
- Official secondary school transcript showing subjects and marks received as well as your graduation date. If you have not yet graduated from secondary school, a transcript showing all completed work may be accepted for early admission. External examination reports should be provided when applicable.
- Official transcripts with subjects and marks received from any colleges or universities attended.
- Certificate of Financial Responsibility (CFR)
- Financial documents newer than 6 months (bank statements or sponsored financial guarantees)

\*Pay only the \$70 application fee above. You are not required to pay the additional ALCP application fee if you are applying for conditional admission for the same term.

#### 7.1.2. Undergraduate Admissions

Application Deadlines:

- Fall Semester (August to December) – May 1
- Spring Semester (January to May) – October 1
- Summer Term (Begins mid-May) – March 1

*Please note: Complete applications along with all required supporting documents must be received in the Admissions Office by the deadlines stated above.*

**Website:** Please review the following website for instructions of how to apply to the University of Idaho.

**Language Requirements:** The following are acceptable as proof of English competency for students for whom English is not their primary language. The substitutions are considered to be

equivalent to a TOEFL score of 525/70 and are available only for undergraduate students applying for admission in degree and non-degree seeking programs.

- TOEFL (Test of English as a Foreign Language) with a minimum score of 525 on the paper test or 70 on the internet based test.
- Completion of the University of Idaho American Language and Culture Program (ALCP).
- SAT critical reading with a minimum score of 500.
- IELTS (International English Language Testing System) with a minimum score of 6.0.
- Pearson (PTE) Academic with a score of 48
- ELS Language Centers with a pass of Level 112 ([www.els.edu](http://www.els.edu))
- Cambridge CAE (Certificate of Advanced English) with a pass.
- Cambridge CPE (Certificate of Proficiency in English) with a pass.
- Cambridge International "O" Levels with a pass.
- MELAB (Michigan English Language Assessment Battery) with a score of 74.
- English proficiency demonstration is waived for any applicant who has a previous degree at an accredited U.S. institution.
- Based on the judgment of the Admissions Office, students who have taken English classes at U.S. institutions and passed those classes may have the English proficiency demonstration waived.
- A waiver for this requirement is automatically granted to students from countries where English is the native language and/or the official language for academic instruction.

### 7.1.3. Graduate Admissions

Students seeking conditional admission to a graduate degree program must submit the following documents to the Graduate Admissions Office:

- An international graduate application for admission
- \$70 non-refundable application fee *\*Graduate admissions will not process your application or supporting documents until your application fee has been paid*
- ALCP application *\*Conditional admit student does not pay the \$70 application fee again if applying for ALCP for the same term.*
- Transcripts and Academic Credits
- Test scores (GRE | TOEFL )
- Three letters of recommendation
- Resume or Curriculum Vitae (CV)
- Statement of Career Objectives
- Other documents as required by the department the student is applying for
- Certificate of Financial Responsibility (CFR)
- Financial documents (bank statements or sponsored financial guarantees)

**Please note that not all graduate degree programs accept conditional admission. For a complete list, please go to the graduate admission website. Students in degree programs that do not offer conditional admission must enroll in ALCP only, then receive admission to their degree program upon completion of their language training. This may result in a delay of getting full admission to their degree program and the student may be required to return home before they can begin their graduate studies.**

### 7.2. Concurrent Enrollment

Students enrolled in the ALCP Advanced Level may, in consultation with both the ALCP Director and the University course instructor, obtain approval to enroll in the University of Idaho as non-degree students for up to six credits per semester of academic courses. The ALCP staff will help students find appropriate courses that not only meet needs and interests but also help them get a “head start” on university studies. Please see the ALCP Director or the ALCP Program Coordinator for assistance.

\*\*\*Important: Students who are taking U of I courses will be expected to meet with the ALCP Staff during the 6<sup>th</sup> or 7<sup>th</sup> week of the semester. The ALCP Staff will review the student’s U of I course progress as well as his/her ALCP grades. If a student has less than a 75% in their U of I course or any of their ALCP courses, they may be asked to withdraw from the U of I course.

### **REGISTRATION PROCESS**

1. Before you register, you must receive permission from the ALCP Director.
2. Visit the main office of your major.
  - a. Ask to be assigned an academic advisor if you don’t already have one.
  - b. Ask to set-up an appointment with your academic advisor.
  - c. Ask your academic advisor to recommend one or two classes for the semester. Since you have not yet completed ALCP, you should take classes that are at the undergraduate level (100 levels, at your advisor’s discretion).
  - d. Communicate the course options to the ALCP Program Coordinator, who will verify that the U of I courses fit your ALCP Class schedule. The Program Coordinator will then out the ADD/DROP form with the class name, CRN, time, and section #.
  - e. The ALCP Program Coordinator will then have the ALCP Director sign the ADD/DROP form.
3. Visit the instructor for each class you wish to enroll in; ask the instructor to sign the ADD/DROP form.
4. Turn the form in to Karee Head at the Admissions office at the Bruce Pitman Center. **\*IF YOU DO NOT HAVE CONDITIONAL ADMISSION, YOU WILL NEED TO COMPLETE A NON-DEGREE APPLICATION.\***
5. Attend class. Many U of I regular courses begin the week prior to ALCP classes.

### **7.3. Request a Transcript**

Students may request an official transcript through the University of Idaho Registrar’s office. Their student account balances must be paid in full. <https://www.uidaho.edu/registrar/transcripts>

### **7.4. Room and Board**

#### **7.4.1. ALCP Campus Residency Requirement**

All first year University of Idaho students are expected to live on campus. This includes ALCP students studying at the ALCP.

New students may choose from among 27 residence hall communities and a women’s cooperative. Living on campus leads to a more successful transition to a university education and a more engaged learning experience.

Reserve your housing now! <http://www.uidaho.edu/universityhousing>

Housing on the U of I campus is arranged by University Residences. Several types of accommodations are available to suit each student's individual needs. Activate your Vandalweb

account and then reserve your residence hall room with a non-refundable \$250 deposit, on-line at <http://www.uidaho.edu/universityhousing> You may also contact the Housing Office by email at [housing@uidaho.edu](mailto:housing@uidaho.edu) by fax at 208/885-6606 or by phone at 208/885-6571.

Residence Hall rooms have either common bath facilities, where toilet/shower facilities are located on each floor, or have semi-private bathrooms, which are shared with one or more roommates.

Students living in residence halls are required to purchase a meal plan to eat in the university cafeteria. There are multiple meal plan options available to suit your eating & snacking habits and class schedule on the housing website. Some of the residence halls have cooking facilities available and microwaves are provided in each of the individual halls.

In general, residence hall rooms have a twin-sized bed, chair, desk, shelves, drawers and a closet. You will need bed sheets, pillows, towels and other personal items. You may want to wait until you arrive in Moscow to buy these things. Students have 22 computer labs located throughout campus. Several residence halls have computer labs, available seven days a week. Additionally, each student room has internet & telephone capabilities.

#### **7.4.2. Must I live on campus *after* the ALCP?**

Students are required to live on campus to fulfill the University's first year requirement. Students who lived on campus one year while in the ALCP do not have to live on campus once they matriculate to the University of Idaho. ALCP students planning to attend the University of Idaho can complete the U of I Request for Exemption Form once they complete the ALCP.

#### **7.4.3. Request an Exemption**

Students may request an exemption from this requirement and may qualify if 21 years or older, living at home with parents/host family, or married/or with children.

The Request for Exemption Form can be downloaded on the [UIdaho website](#) or through the ALCP office (208)-885-5508.

Due Date: All requests should be made as soon as possible, but no later than 14 days before the semester.

#### **7.4.4. U of I Housing Options**

##### University Apartments

University Residences offer different living options for graduate students, nontraditional students, married couples and families. All apartments have private bath and cooking facilities. Family housing apartments have hookups for a washer and dryer.

##### On-Campus Apartments

The University of Idaho also maintains several on-campus apartment complexes. Designed for married students, students with families, or single students aged 25 years or older. All apartments are non-smoking, affordable, and convenient to campus and downtown Moscow. At least one occupant of the apartment must be an accepted, registered full-time student at the

University of Idaho.

### Residence Halls/Dormitories

Several types of accommodations are available including: single rooms, double (roommate) rooms, co-ed halls, men-only and women-only halls, and special purpose halls.

**\*\*NOTE:** Cooking is not permitted in the residence halls except with a microwave. Cooking appliances (such as coffee pots, rice cookers, hot pots, etc.) **must** have automatic shut-offs to prevent fire. Microwave ovens and mini-refrigerators can be rented from the housing office for a small fee.

### Roommates

In order to practice their English, ALCP students are usually assigned American roommates. If you have problems with your roommate or your dormitory room, please talk to the ALCP.

#### 7.4.5. Meal Plans

During the U of I Fall and Spring semesters (August-May), there are three meal plans available to students living in the residence halls. Vandal Premiere provides unlimited meals, Vandal Prestige, 14 meals a week and Vandal Pride, gives you 140 block meals a semester. Each of these plans includes Flex dollars, which are cash values committed for use only at Campus Dining locations (including concessions and catering). Flex Dollars roll over from Fall to Spring semester and expire the last day of classes.

During the U of I Summer semester (May-August),

Cafeterias are closed during the Thanksgiving holiday in November, Winter and Spring breaks and part of the summer. If you are planning to live in the residence halls during these times, you should be prepared to make other arrangements for meals.

**\*\*NOTE:** The University Residences Office will charge your student account for your room and meal plan. If you have any questions or concerns about the charges on your student account, please contact the University Residences Office directly. [housing@uidaho.edu](mailto:housing@uidaho.edu), 208.885.6571.

#### 7.4.6. Off-Campus Housing

If you are planning to live in Moscow for a year or more, or you want to live independently, you may wish to live in an off-campus apartment. The number of apartments available off-campus varies from year to year. If you decide to live off-campus, it is your responsibility to find the accommodation, sign the lease, and pay the deposit. **Before you sign a contract/lease, talk to the ALCP Staff or your ESL Immigration Advisor.** Please understand that if you sign an off campus housing lease, it is a legal contract and if you break it, you are likely to have legal problems with your landlord.

#### 7.4.7. Paying Utilities, Cable and Internet

##### Avista Utilities

Some rental accommodations include the costs of utilities such as electricity, water, and garbage in the rental price. For those that do not, it is your responsibility to pay for them yourself. Avista Utilities provides services for electricity. The following information will help you as you pay your monthly bills. Students living off-campus must pay for electricity. Below is the address:



Address: 411 South Main Street Moscow, ID 83843 - (800) 223-5884  
Phone Number: (800) 223-5884  
Website: [www.avistautilities.com](http://www.avistautilities.com)

Time Warner Cable and Internet  
[www.timewarnercable.com](http://www.timewarnercable.com) - (208) 882-2832

## 8. Immigration Regulations

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### 8.1. Traveling inside the U.S.

If students plan to travel in the U.S. (outside Moscow, Idaho) overnight or longer during school breaks, they must notify the ESL Immigration Advisor via email of their plans *BEFORE* they leave Moscow. Students must provide the ESL Immigration Advisor with the following information in this email:

1. Student Name (First and Last Name)
2. Student ID number
3. Dates of Travel – when they are leaving and when they plan to return
4. Travel Destination(s) – where are they going
5. Phone Number – ESL Immigration Advisor must be able to reach the student in case of an emergency.

When traveling outside the local Moscow/Pullman area, students must always bring their original and valid legal immigration papers with them. This includes their passport and their I-20 (F-1 status) or DS-2019 (J-1 status) paperwork. It is the student's responsibility to ensure that these documents never expire.

### Traveling outside the U.S.

If students plan to leave the U.S., they must submit a travel request in the iVandal Student Portal ([www.ivandal.uidaho.edu](http://www.ivandal.uidaho.edu)) and drop off their I-20 for a travel signature at the IPO front desk **at least one week prior to their departure date.**

Documents: Students must verify valid dates of their documents in the travel request form online, to include:

1. **Passport Expiration date** – if passport expires within 6 months of the planned return to the U.S., the student must apply for new passport in their home country before returning
2. **Visa** – if visa is expired, student must renew their visa in their home country before returning to the U.S. (unless the student has traveled to Canada or Mexico for 30 days or less.) Getting a new visa issued may take longer, so the student should make the visa appointment immediately upon their return to the home country to prevent delays in returning the U.S. and to their program.
3. I-20 (F-1 status) or DS-2019 (J-1 status) – documents must have valid dates when the student returns to the U.S.

In order to travel outside the U.S., students must have a valid travel signature on their immigration paperwork (page 2 of I-20 or page 1 of DS-2019) and receive a travel letter to verify their enrollment at the U of I to help aid them in re-entering the U.S. upon their return.

Before the ALCP can provide students with a travel signature and travel letter, the student must first do the following:

- The student account balance must be less than \$100 to avoid late fees from the University of Idaho, and students may only obtain transcripts from the Registrar's office if their student account is at \$0.
- Grades – ALCP cannot authorize travel if student is on academic probation or if student is being dismissed from the program
- Sponsored students must request authorization from their sponsor to travel before submitting a travel request in iVandal.
- Medical Insurance: All students must have valid medical insurance that meets the U of I Requirements.

## Non-Immigrant Information

For Non-immigrant information, talk with an immigration advisor in IPO's International Student, Scholar, & Faculty Services (ISSFS). Please see the ESL Immigration Student Advisor first. If the ESL Immigration Student Advisor is unavailable, students may also contact the ISSFS Associate Director or ISSFS Director.

**IMPORTANT:** Other international students may give you advice, but they may not be 100% correct. Always check with the ESL Immigration Advisor for accurate information regarding any immigration questions, as immigration regulations change and are continuously updated by the Department of Homeland Security Office.

### 8.2. Staying in Status

- Attend classes every day. ESL students must attend classes 18-21 hours/week
- Have a GPA (grade point average) 2.0 or higher to stay in good academic standing.
- Update personal information: address, email & phone numbers within 10 days of change
  - Inform the ESL Immigration Advisor using the Address Change Form via the iVandal Student Portal *and* update address on Vandal Web.
- Check account for HOLDS:
  - HOLD: Students with a HOLD on their account cannot register for the next semester, nor can they receive transcripts. If a student is not registered for classes, then he/she will be considered out of status and could result in their SEVIS record being terminated.
  - Financial Hold – Students with an account balance over \$100 will have a financial/balance HOLD.
  - Bad Address Hold – Students must keep their address in iVandal and Vandal Web updated.
- Check documents for expiration (I-20 and passport). They CANNOT expire while in the U.S.

### 8.3. Non-immigrant Documents

A **visa** is needed to enter the United States the first time and re-enter after a school break. A visa can expire while in the U.S., but must be renewed if students plan to leave and re-enter the U.S. Students cannot renew their visa in the U.S. They must return to their home country to renew it, or renew it at an American Embassy in another country. Visas can be renewed in any country that has an American Embassy, however, we strongly recommend that students renew their visa in their

home country as getting a visa appointment and waiting for the new visa to be issued can take time.

A student's **passport** is their way to re-enter their home country. A passport cannot expire in the U.S.—it must always be valid. Students should contact their consulate to renew their passport when their passport is within 6 months of expiring. This can be done while they are still in the U.S.

Students need to place their documents in a safe place when they arrive. We recommend students keep a copy of their documents with them while in Moscow, Idaho. If student travels outside of Moscow, they should carry their original documents. We also recommend that a student gets an Idaho ID card instead of using their passports for identification purposes. See your ESL Immigration Advisor for information on how to obtain an Idaho ID Card.

#### 8.4. Program Extension

If a student needs more time to complete the ALCP, they must ask for an extension of the program. They must apply and submit all needed documentation in the iVandal Student Portal **BEFORE** their current I-20 expires. They must fill out the form in [www.ivandal.uidaho.edu](http://www.ivandal.uidaho.edu) under Student Services to submit it to the ESL Immigration Advisor. Documentation needed for an extension includes:

1. I-20/DS-2019 Request Form
2. NEW bank statement or Financial Guarantee
3. NEW ALCP Certificate of Financial Responsibility (ALCP CFR)

If a student's immigration documents expire, they must make an appointment with the ESL Immigration Advisor immediately, who will then help them with the re-instatement process. This process can take between 1 - 6 months to be approved and will require that additional fees to be paid by the student that must be submitted to the Department of Homeland Security. Approval is not a guarantee, and if the application is denied, the student must leave the U.S. immediately if notified of the decision. If the student leaves the U.S. while their re-instatement application is being processed, this will automatically cancel their reinstatement

#### 8.5. Program Completion

Students are eligible for a semester off after they have either completed two semesters enrolled full-time, with the intention of returning for the following term, OR graduated from the ALCP. If a semester off is requested before a student is eligible, the student's I-20 will be terminated for authorized early withdrawal, and the student will be required to request a new I-20 and show new financial documentation.

Sponsored Students: In order for sponsored students to get permission to take a semester off (who have met the requirement listed above), they **must first seek permission from their sponsor** to put their scholarship on hold. This permission must be submitted to the ESL Immigration Advisor in writing by their sponsor before final authorization can be given.

## 9. Appendix

### 9.1. Accessing Class Schedule via Vandal Web

1. Go to [www.vandalweb.uidaho.edu](http://www.vandalweb.uidaho.edu) and enter your Net ID & Password. Press “Login.”

User Login

✓

Enter your University of Idaho NetID and password.

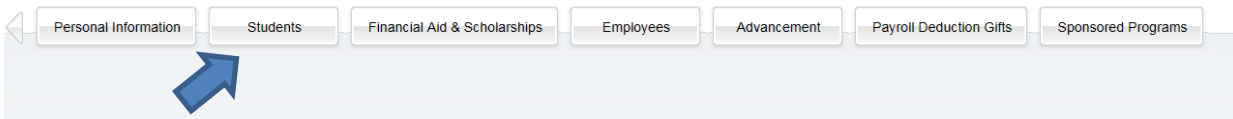
Need assistance with your NetID? You may change your password by visiting the [Account Management](#) page. Once logged in select the "Change Passwords" menu item.

VandalWeb will be out of service starting at 5:30PM each Friday evening for regular maintenance activities. Outage length will vary depending on the specific activities.

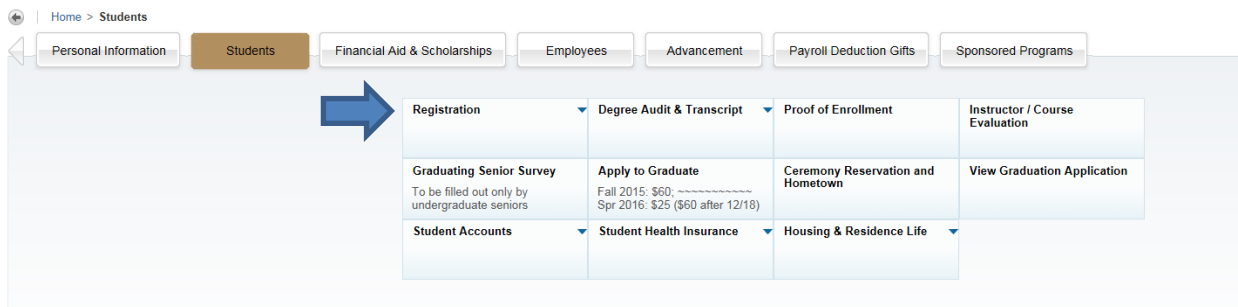
NetID:

Password:

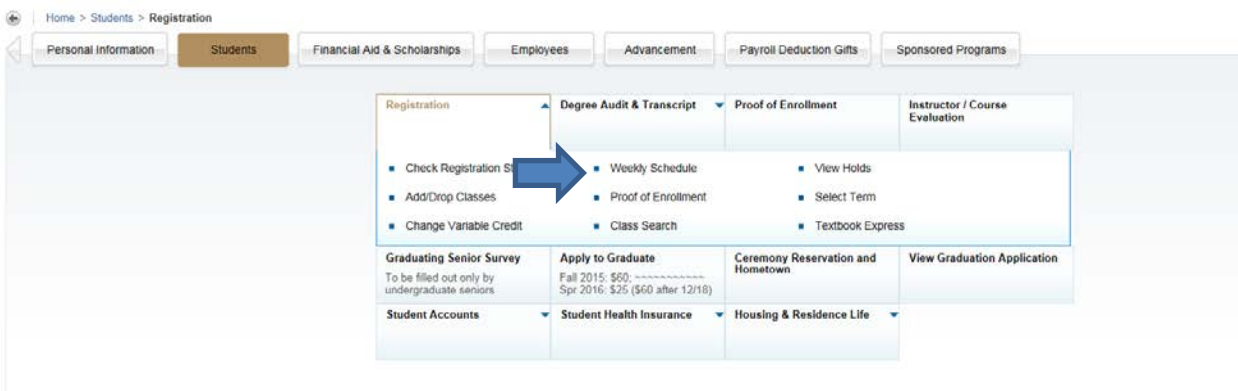
2. Select “Students,” the second button from the left.



3. Select “Registration”



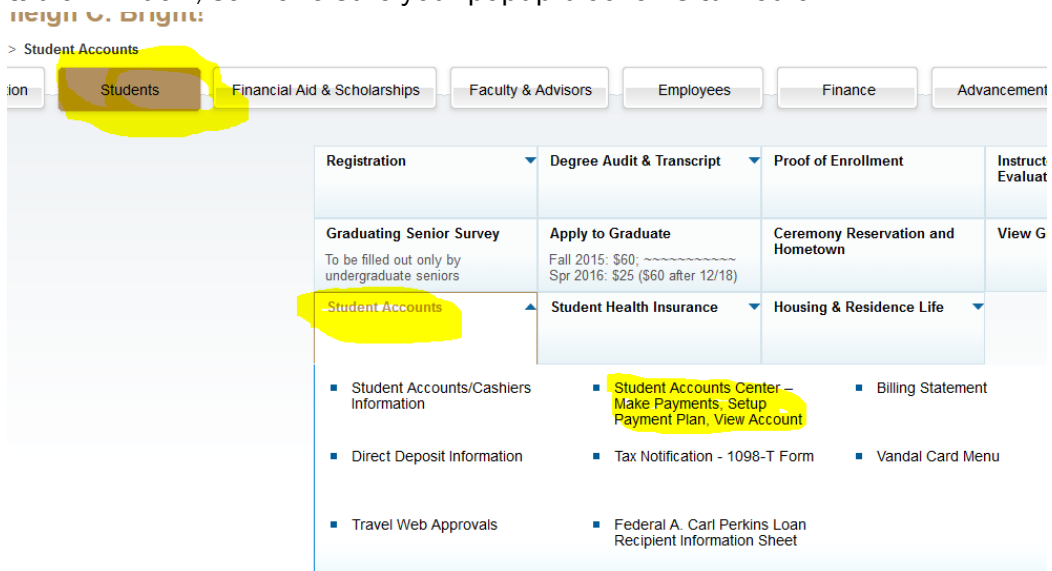
4. Click on “Weekly Schedule”



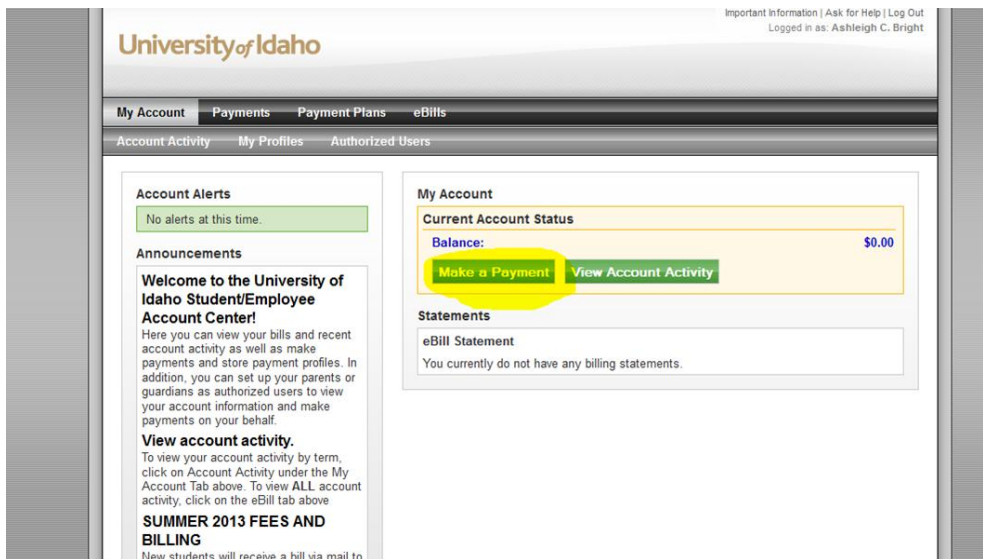
### 9.2 Accessing Marketplace to pay student account in Vandalweb:

1. Go to [www.vandalweb.uidaho.edu](http://www.vandalweb.uidaho.edu) and enter your Net ID & Password. Press “Login.”

2. Press “Students, then “Student Accounts, Then “Student Accounts Center.” This will open a new tab or window, so make sure your popup blocker is turned off.



3. The pop-up or new tab should look like the screen below. The green button near the middle of the screen allows you to make a payment with your credit card or with your checking account. Up near the top, click on the “Payment Plan” tab to set up a payment plan.



## ALCP Learning Agreement

First Name:		Family/Last Name:	
Student ID #:	Level:	Semester:	
<i>Directions:</i> Initial each section after reading and understanding each policy. For full versions of the policies, see the ALCP Student Handbook.			

### Attendance Agreement

\_\_\_ (Initial) **I understand** that in order to be successful, I must attend each class on-time.

\_\_\_ (Initial) **I understand** 3 tardies (missing up to 15 minutes of class) are equal to 1 absence.

\_\_\_ (Initial) **I understand** if I miss 15 minutes or more of a class, then I will be marked as absent.

\_\_\_ (Initial) **I understand** if I miss four classes in one course, **or** 8 classes total in all my courses combined, I will be placed on Attendance Probation for the current and following semester.

\_\_\_ (Initial) **I understand** if I miss 4 classes in one course, or 10% total classes in all my courses combined, I will be dismissed from the program.

### Academic Honesty Agreement

\_\_\_ (Initial) **I understand** that I must complete my own assignments to demonstrate my English proficiency.

\_\_\_ (Initial) **I understand** that any form of academic misconduct/dishonesty could result in zero points for an assignment. Receiving help includes, but is not limited to:

- Having another person write parts or all of an assignment.
- Having another person correct all of my errors/mistakes.
- Copying another person's assignment.
- Not using appropriate sources, citation, and paraphrasing when using other people's work for support.
- Submitting the same assignment for different classes.

\_\_\_ (Initial) **I understand** that any form of academic misconduct/dishonesty will be reported to the U of I Dean of Students.

### Appeals and Grades Agreement

\_\_\_ (Initial) **I understand** that grades are measured by my proficiency of the ALCP Student Learning Outcomes (SLOs). These are determined through direct evidence (in-class work, quizzes, presentations, exams).

\_\_\_ (Initial) **I understand** that grades are NOT negotiable. It is not appropriate to negotiate grades or percentage points in U.S. academic culture.

\_\_\_ (Initial) **I understand** that I am permitted only one attendance dismissal appeal, and one academic dismissal appeal during my enrollment in the ALCP.

**If you understand and agree to the above policies, print and sign your name below.**

---

Student Name (Print)

Student Signature

Date

# ALCP Student Complaint Form

---

Last Name First Name

---

Address E-mail

---

Phone Number Country of Citizenship Gender

What does your complaint involve? (Please check one)

- |  |  |
|--|--|
| <input type="checkbox"/> 1. ALCP Courses               | <input type="checkbox"/> 6. Disability             |
| <input type="checkbox"/> 2. Student Services           | <input type="checkbox"/> 7. Non-Academic Services  |
| <input type="checkbox"/> 3. Course material            | <input type="checkbox"/> 8. Race/Ethnicity         |
| <input type="checkbox"/> 4. Teacher interaction        | <input type="checkbox"/> 9. Gender*                |
| <input type="checkbox"/> 5. Harrassment/Discrimination | <input type="checkbox"/> 10. Other (not specified) |

Complaint: Describe what happened and include dates and names of person(s) you believe to be responsible or involved (use reverse side or attachements if necessary):

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What do you want to happen as a result of this complaint?

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Signature Date

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Received by Date

Thank you for your time. We will take your request under consideration and take the appropriate next steps. You will be notified of a decision within three (3) business days. Also While confidentiality is maintained in so far as possible, it should benoted that persons who are accused of impropriety will be informed of and allowed to respond to the allegations made against them, and situations that fall under Title IX must be reported to Dean of Students..

\*Gender discrimination includes sexual harassment.



## ALCP Error Correction Symbols

### Sentence Structure

**Frag. Fragment. This sentence is not complete.**

After Tom took the TOEFL exam. He had a party.  
Frag.

**Correction:** After Tom took the TOEFL exam, he had a party.

**|| Parallel sentence structure is needed.**

He likes to play tennis, swimming, and reading.  
||

**Correction:** He likes playing tennis, swimming, and reading.

Or: He likes to swim, read, and play tennis.

**CS Comma Splice. Two (or more) sentences are joined by a comma**

I went to the supermarket last night, my friend went with me.

CS

**Correction:** I went to the supermarket last night. My friend went with me.

OR: I went to the supermarket last night , and my friend went with me.

**RS Run-on Sentence. Two (or more) sentences have no punctuation between them.**

It was raining the wind was blowing I was very cold.

RS

**Correction:** It was raining, the wind was blowing , and I was very cold.

**WO This line shows there is a problem with word order.**

To study we like.

WO

**Correction:** We like to study.

### Adding and Deleting

Connect these two words into one, or no space between letters

○

The doctor told Kim that he could continue his every day activities.

**Correction:** The doctor told Kim that he could continue his everyday activities.

/

Leave a space between the letters or words.

Bottledwater has become very popular in the past twenty years.

^ **Insert a word. (For example, a preposition or article.)**

Karen bought red shirt.

**Correction:** Karen bought a red shirt.

e **Delete (take out) a word or phrase.**

John improved his English better.

**Correction:** John improved his English. (*Improve* means to make better.)

### Mechanics

punc. **Punctuation is incorrect. (You need to add, change or delete.)**

Paul doesn't smoke: drink, or eat fast food.

**Correction:** Paul doesn't smoke, drink, or eat fast food.

-/= **Capitalization (one line = small case, two lines = upper case (capital))**

The university of Idaho was closed last week.

**Correction:** The University of Idaho was closed last week.

The ALCP Students come from many countries.

**Correction:** The ALCP students come from many countries.

sp. **Spelling is incorrect.**

Tim recieved 25 e-mails yesterday.

**Correction:** Tim received 25 e-mails yesterday.

### Connections between words in sentences

sva **Subject/verb agreement**

No one know the truth.

**Correction:** No one knows the truth.

**Sing/pl Singular or plural**

My children had his birthday yesterday.  
Sing

**Correction:** My child had his birthday yesterday.

All child need food, water, and love.  
Pl.

**Correction:** All children need food, water, and love.

**Ref. Reference is unclear. Rewrite to indicate what the pronoun refers to.**

The students looked at their final grade reports, but they were hard to understand.  
ref.

**Correction:** The students looked at their final grade reports, but they could not understand them.

OR The students looked at their final grade reports, which were hard to understand.

**Word Forms**

**WF Word form—you need to write a different form of the word. (For example: a noun, an adjective, an adverb)**

The child answered the question shy.  
wf

**Correction:** The child answered the question shyly.

**WC Word choice—you need to choose a different word.**

Would you please carry me home?  
wc

**Correction:** Would you please take me home?

**VT Verb tense/aspect is incorrect.**

Pam has been in Europe two years ago.  
vt

**Correction:** Pam was in Europe two years ago.

**Transitions**

**Trans Add/change transition**

Allen has worked as a teacher for 12 years. He has been a volunteer rescue worker.

Trans

**Correction:** Allen has worked as a teacher for 12 years. In addition, he has been a volunteer rescue worker.

## Paragraphs

→ **Indent all paragraphs.** (Move the first word five spaces over to the right.)

¶ **Separate paragraphs.** You will see this symbol when your teacher would like you to start a new paragraph.

## Clarity

? Unclear

Miyuki gave him it for to present.  
?

**Correction:** Miyuki gave it to him as a present.

Verb ↖ An arrow to the verb shows that you need to look at the verb in the dictionary to see if it requires an object, preposition or gerund or infinitive.

Linda advised me take some medicine.  
↖ ↗

**Correction:** Linda advised me to take some medicine.

## Note-Taking Symbols

Symbol	Meaning	Example
=	Equals; is	Martin Luther King (MLK) = civil rights activist
≠	Does not equal	Money ≠ Happiness
+	Plus	H <sub>2</sub> O + sugar = sugar water
<	Less than	World Pop < 8 bil.
>	Greater than; more than	US Pop > 200 mil.
&	And	Proctor & Gamble corporation
w/	With	Biologists work w/scientific method
w/o	Without	Cells w/o treatment
↑	Up; Increase	Demand ↑; Prices ↑
↓	Down; Decrease	Demand ↓; Prices ↓
→	Causes	smoking → cancer
etc.	and so on; and other (Latin <i>et cetera</i> )	Need bread, milk, butter, etc.
e.g.,	For example (Latin <i>exempli gratia</i> )	Military supplies; e.g., guns, grenades, and bombs
i.g.,	That is; in other words (Latin <i>id est</i> )	The mafia rubbed him out; i.e., they killed him.
aka	Also known as	Abraham Lincoln, aka the Great Emancipator
≅ or ~	Approximately; about	Stir ≅ 2 mins.
Δ	Change; difference;	2 min. Δ temp 2 36 °F
∴	Therefore; so	John & Fred ≠ killer; ∴ Tim = killer
∵ b/c	Because	No water ∵ draught; no water b/c draught
asap	As soon as possible	Send letter ASAP
min	Minimum	Min. 3 references
Max	Maximum	\$300 max
Yr/yrs.	Year/years	3 yrs.
Vs	Versus	Vandals vs. Cougars
Q/A	Question/answer	Q/A study @ 3:00 p.m. in SUB
Ex.	Example	Ex: 1 + 1 = 2
btw	Between	Btw rock and a hard spot
♀	Females	After war, more ♀s
♂	male	1 ♂ gorilla in zoo
°	Degrees	Temp ↓ 32° = frozen
#	number	# of participants = 100
No.	Number	No. of votes = 100
%	Percent	50% voted

\$	Dollar	Rent = \$900
¢	Cent; one penny	25¢ x 4 = \$1.00
¼	One-four; 0.25; 25%	¼ of \$1.00 = 25¢
½	One-half; 0.50; 50%	½ of \$1.00 = 50¢
¾	Three-quarters; 0.75; 75%	¾ of \$1.00 = 75¢
"	Inches	Move square 3"
'	Feet	The board was 3' 6"
/	Per	3'/yard
Year →	since	No concentration camps 1946 →
← Year	before	← 1492 ≠ No White in N. Amer.
BC/bce	Before common era	Plato: 428/427 to 328/327 bce
AD/ce	Common era	Muhammad: 570 to 632 ce

## Achievement Scale & Interpretation

ALCP Achievement Scale and Interpretation			
Skill	Elementary	Intermediate	Advanced
<b>Reading Composition</b>	<p>Read and understand short, simple text, and identify key pieces of information in common texts such as menus, advertisements, forms, short stories and articles.</p> <p>Write basic paragraphs that describe daily activities, familiar people and places using correct punctuation, capitalization, verb tense, word order and spelling.</p>	<p>Read and critically connect individual experiences with popular and academic articles and short stories, and demonstrate understanding through oral and written responses.</p> <p>Write cohesive, short essays with an introductory, body and concluding paragraphs; Write summaries that attribute source.</p> <p>Write cohesive and coherent short answer responses in various rhetorical modes.</p> <p>Accurately use a variety of sentence structures and verb tenses, with few grammatical errors that interfere with meaning in all writing.</p>	<p>Read and critically evaluate popular, academic, and scholarly articles and demonstrate understanding by synthesizing sources in academic responses.</p> <p>Write multi-paragraph, research-based, essays, which analyze, evaluate and synthesize ideas from texts, with few if any distracting grammatical errors.</p>
<b>Listening Speaking</b>	<p>Engage in conversations, recognizing main ideas and details about a variety of everyday topics and using various language functions.</p> <p>Respond accurately in various conversations by following directions, answering questions and adding new content to discussions.</p> <p>Share stories, personal experiences and short presentations using mostly complete sentences with little hesitance and/or repetition.</p>	<p>Understand main ideas and details clearly in interpersonal and academic classroom settings as shown through taking and using organized notes and summarizing information.</p> <p>Show understanding of authentic input by asking/answering questions, participating in discussions, and facilitating discussions.</p> <p>Give a clear and cohesive formal presentation on a topic of study with little hesitation, few vocabulary, pronunciation, or grammar mistakes interfere with meaning.</p>	<p>Understand and critically respond to complex and abstract academic oral discourse in formal and informal settings;</p> <p>Take thorough and insightful notes while listening that can be used to inform discussion, debate, and presentations;</p> <p>Share complex and abstract ideas in discussions, formal and impromptu presentations, debate and teaching scenarios.</p>
<b>Integrated Course</b>	<p><b>Elementary Academic Skills</b></p> <p>Use reading, writing, listening, and speaking skills to develop and appropriately apply effective study skills, organization, and cultural norms and services of U.S. academia.</p> <p>Develop academic preparatory skills including spelling, basic computing, and keyboarding.</p>	<p><b>Intermediate English Grammar</b></p> <p>Produce different types of oral and written discourse using verb tenses, passive voice, reported speech, gerunds and infinitives, comparatives/superlatives, prepositional phrases, modals, articles and clauses correctly.</p> <p>Notice and identify errors, edit own writing and considerably eliminate errors in speaking and writing.</p>	<p><b>Writing for Higher Education</b></p> <p>Review the academic and scholarly articles to develop an annotated bibliography.</p> <p>Write a research-based, argumentative essay, synthesizing multiple academic sources while implementing independent grammatical error correction and use of the writing process.</p>

### Model Paragraph and Manuscript Form for Handwritten Assignments

- Paper is 8 ½ inches by 11 inches
- Use the one inch margin on the left and leave one inch margins on the top, bottom, and right sides of the paper.
- Name, class, instructor, and date is single spaced in the left corner beginning on the first line
- Title is centered
- Indent the first sentence and double-space (skip a line) the title and paragraph.

	First Name Last Name	
	Class Title	
	Instructor's Name	
○	Assignment Due Date	
	My Classmate	
	My classmate's name is Suzanna Valverde. She comes from	
	Michoacan which is a small city in Mexico. She arrived in the United	
	States two years ago. She is single and lives with her best friend.	
○	They grew up in the same neighborhood in Michoacan, and their	
	friendship has lasted sixteen years so far. This semester, Suzanna is	
	studying, art, English, and computer science. After school, she works	
	in a restaurant as waitresses. Suzanna likes her job very much. On	
	weekends, she often goes bicycling or to play volleyball with her	
	friends. She plans to become a lawyer. Santy has an exciting life, and	
○	she seems to have a bright future ahead of her.	



## U.S. Culture and Customs

Welcome to the United States of America! We hope that your University of Idaho experience will be both enjoyable and educational. As you become adjusted to life in the U.S., it may help you to know something about the values that shape Local attitudes and behaviors. As you consider these values, it is important to remember that:

- 1.) The U.S. is a very large and diverse country;
- 2.) You will find that a range of values and beliefs exist in American culture and that no one value or belief can characterize all the people of the United States.

### Some Important U.S. Values

#### Individuality

People of the U.S. are encouraged at an early age to be **independent** and to develop their own goals in life. They are discouraged from depending too much on others including their friends, teachers, and parents and are rewarded for individual accomplishment and thinking “outside of the box.”

#### Equality

People of the U.S. uphold the ideal that everyone “is created equal” and has the same rights. This includes women as well as men of all ethnic and cultural groups living in the U.S. The general lack of deference to people in authority is one example of equality. Titles, such as “sir” and “madam” are seldom used. Many times, Managers, directors, presidents and even university professors and instructors are often addressed by their **first or given name**. **Usually, they will let you know how they want you to address them when they introduce themselves.**

#### Time

People of the U.S. take pride in making the best use of their time. In the business world, “time is money” and therefore locals consider their time very valuable. Being “on time” for a class, an appointment, or for dinner is important. Some instructors get angry with students who are late for class and some will not allow students to attend the class if they are late. Therefore, you should always **be on time** for your classes. When making appointments with mentors, ESL Immigration Advisors or other officials, please make sure you arrive a few minutes early for all meetings. It is important that you be on time for your appointments, whether they be professional, business, or social. If you cannot keep an appointment or find that you will be late, try to telephone and explain as soon as you know you will be running late. Locals appreciate your courtesy and will usually set up another appointment to meet with you.

#### Informality

Lifestyle in the U.S. is generally **casual**. You will see students going to class in shorts and T-shirts. Male instructors seldom wear a tie and some may even wear blue jeans. Female instructors often wear slacks along with comfortable walking shoes. Greetings and farewells are usually short, informal and friendly. Students may greet each other with “hi”, “how are you?” and “what’s up”. The farewell can be as brief as; “see you,” “take it easy,” or “come by sometime” (although they generally don’t always mean it). Friendships are also casual, as Americans seem to easily develop and end friendships.

#### Competitiveness

The foreign visitor is often impressed at how achievement-oriented locals are and how hard they both work and play. A competitive spirit is often the motivating factor to work harder. People of the U.S. often compete with themselves as well as others. They feel good when they “beat their own record” in an athletic event or other types of competition. People of the U.S. seem to always be “on the go”, because sitting quietly doing nothing seems like a waste of time.

## Directness

Locals try to work out their differences face-to-face and without a mediator. They are **encouraged to speak up and give their opinions**. Students are often invited to challenge or disagree with certain points in the lecture. This manner of direct speaking is often interpreted by foreign visitors as rude, but it is an accepted part of U.S. culture.

## Looking Towards the Future and Towards Change

Children are often asked what they want to be “when they grow up”; college students are asked what they will do when they graduate; and professors plan what they will do when they retire. Change is often equated with progress and holding on to traditions seems to imply old and outdated ways.

## CUSTOMS In the U.S.

### Greetings

In formal situations, men and women usually smile and shake hands when greeting each other. The U.S. handshake is very firm. When greeting someone for the first time people will say “*Pleased to meet you*”, or “*How’s it going?*” Some people also simply say “*Hello*” or “*Hi*”. Some will ask “*How are you?*” Since this is simply another way of saying Hello, Americans are not expecting any other response other than the most common “*Fine, thanks*”, or “*Good, how about you?*”

In formal situations, it is a sign of respect to address someone with their title. Mr. is used for men, while women are referred to as Ms. Locals usually address one another by their first names, but you may want to use the appropriate title (Mr., Ms., and Dr.) before the surnames until they ask you to use their given names. As people tend to be very informal, this will usually happen when you first meet them.

In informal situations, men and women usually give a wave of the hand and a verbal greeting of *Hello, Good morning, Good afternoon, Good Evening, or how are you?* Please don’t be surprised when the strangers on the street give a wave of the hand and/or a greeting. Locals tend to be **very friendly** even to people they do not know.

### Dating

In the U.S. the way in which men and women initiate dating is very diverse and changes from person to person. There are some universal customs that should be followed. Most importantly woman and men are **equal** in a relationship. Families usually do not have any part in making relationship decisions. Often times one-on-one activities such as dinner or a trip to the movie theater is considered a date, so ensure that you make your intentions known. If you want to hang out with someone as a friend, lunch or coffee at a public place is best. Usually, men pay for the first date, but after that it is often split equally. It is best to **always ask** before taking steps towards a more serious relationship. Never continuously attempt to contact a person after they have already said no. If at any time somebody tells you no, whether it is for getting their contact information, hanging out, or anything else then immediately stop. **No means No**. Having sexual interaction while the other person is under the influence of drugs or alcohol can be considered sexual assault/rape.

## GETTING AROUND THE U.S.

### Where to Eat

The prices and the quality of food depend on where you choose to eat and on what you order. Eating places in the U.S. vary widely from expensive to cheap, from excellent food to poor food, and from plenty of service to very little service. The three main categories of eating in places are restaurants, cafeterias, and carry out/fast food establishments. In restaurants, someone will usually greet you at the door, show you to your table, and hand you a menu from which to choose your food. Customers usually leave a tip

on the table for the person who served them (see TIPPING below). Cafeterias are self-service, quite inexpensive, and require no tipping. You enter, pick up a tray and eating utensils, stand in line, and choose what you want from the food that is displayed behind the counter. Carry-out, also called fast food places, are quick, inexpensive, and also require no tipping. You decide what you would like to eat after reading a displayed list, and you give your order to the cashier. The food is given to you quickly and you may eat it there or take it out to eat somewhere else.

### **Tipping**

**It is customary to tip a waiter or waitress in a restaurant at least 20% of the total bill.** A few restaurants include this in the bill, **but most do not.** Restaurant employees rely on these tips to supplement their regular wages, because they do not receive high salaries. In fact, in Idaho, restaurant workers only earn about \$3 per hour – less than minimum wage – because **tips are expected.** If you have a large group out for dinner, consider tipping at an even higher percentage, because large groups take up more time and are more difficult to serve.

You should also tip the porters at hotels and airports who help you with your luggage (\$1 per bag), as well as taxi drivers (20% of taxi fare). Never offer tips to shop keepers, office workers, or any public official or officer. Your thanks may be shown to these people with a spoken “thank you”.

### **Shopping and Business Hours**

Businesses are usually open from 8 or 9 am and close at 5 or 6 pm (sometimes they close later on weekends). Retail stores open at 10 or 11 am and often remain open until 9 or 10 pm. Some stores are open 24 hours a day, 7 days a week. Large supermarkets carry a variety of goods ranging from food to prescription medications to household items to sporting goods. Usually items sold in the United States are much larger or contain a larger quantity than items sold in other countries. You will find that a number of people shop in large shopping complexes called malls. Remember that most states add sales tax onto goods and services that average anywhere from 5% to 9%. In Idaho, our sales taxes are at 6%. In Washington, there are no sales taxes on food items in a grocery store, but their sales taxes for other goods are over 8%.

### **Local Transportation**

In large cities and metropolitan areas, there are highly developed transportation systems including subways, buses, trains, and taxi services. Outside the major cities, public transportation is not nearly as developed. Our university campus has a bus service, and there is a bus service within Moscow. Taxis are also available. For students with a valid driver’s license, there is a ZipCar available on campus. Local people will be happy to tell you the best way to travel in the area. Students often receive local bus transportation for free.

### **Visiting**

If you are invited to someone’s home, you are expected to arrive promptly. This is especially true if you are invited to a meal. Generally, in the U.S. the meal is served first and then socialization is afterwards. You are not expected to bring a gift of flowers, wine, or something from your home to the hosts; however gifts are accepted and appreciated.

### **Gifts**

As a rule, gifts are given to relatives and close friends for special occasions such as birthdays, anniversaries, or holidays. Gifts are not usually given to teachers or others who hold official positions. The offering of gifts in these situations is sometimes interpreted as a possible bribe (an improper effort to gain favorable treatment) from that person.

### **Gestures and communication**

\*\* The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change. Page | 67

When conversing, people generally prefer to stand at least an arm's length away from one another; it is very important **to respect personal space**. It is believed in the U.S. that **direct eye contact is important when conversing** though it is not necessary to make eye contact for the duration of the conversation. Avoiding eye contact makes it appear as if the speaker is insincere. Americans often sit crossing their legs at the knee. They may also prop their food on a chair or place the ankle of one leg on the knee of the other. Unlike in some cultures, this is not considered offensive in the U.S.

### **Smoking**

Smoking is very unpopular in the United States. **It is not allowed on the U of I Campus** (and neither are any other form of tobacco, such as vaping or chewing.) In Idaho and Washington, laws have been passed to prevent smoking in public places and private buildings may ban smoking except in **designated areas**. Most people do not allow smoking in their homes and will ask you to go outside if you want to have a cigarette. **Ask permission** before you smoke in a public place (especially at a restaurant) or someone's home.

**Social Security Sample Offer Letter**

Directions: Below is an example of a letter that a department of the University of Idaho would write for a potential hire. This template is applicable for other employer's as long as they use their own information and Employer Identification Number.

{On Department Letterhead}

August 20, 2019

Social Security Administration

1617 19<sup>th</sup> Avenue

Lewiston, Idaho 83501

This is to verify that {student name}, an F-1 visa student at the University of Idaho, has been offered employment with the {department}, at the University of Idaho, EIN # 82-6000945. {Student name} will be responsible for {give brief description of job duties}, working up to 20 hours a week. His/her immediate supervisor will be {supervisor name}, beginning {employment begin date}.

Please assist this student in obtaining a Social Security Number (SSN).

Sincerely,

{SS requires an original signature here}

{Your Name}

{Your Title}

DSO Stamp and Signature Here

