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**ALCP Overview**

**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 Levels 4-6. 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 session and we always welcome your suggestions for future themes.

Sincerely,

ALCP Faculty
## 1. Important Telephone Numbers

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

<table>
<thead>
<tr>
<th>ALCP Staff</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Schiffelbein</td>
<td><a href="mailto:kschiffel@uidaho.edu">kschiffel@uidaho.edu</a></td>
<td>(208) 885-4248</td>
</tr>
<tr>
<td>ALCP Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashleigh Bright</td>
<td><a href="mailto:abright@uidaho.edu">abright@uidaho.edu</a></td>
<td>(208) 885-5508</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALCP Faculty: (208) 885-5508</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christine Slater</td>
<td><a href="mailto:cslater@uidaho.edu">cslater@uidaho.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ibtesam Hussein</td>
<td><a href="mailto:ihussein@uidaho.edu">ihussein@uidaho.edu</a></td>
<td></td>
</tr>
<tr>
<td>Laurel Gilbert-Wilder</td>
<td><a href="mailto:laurelg@uidaho.edu">laurelg@uidaho.edu</a></td>
<td></td>
</tr>
<tr>
<td>Yinka Kayode-Popoola</td>
<td><a href="mailto:kayodepopoola@uidaho.edu">kayodepopoola@uidaho.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Programs Office (IPO) Staff</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td></td>
<td>(208) 885-2539</td>
</tr>
<tr>
<td>IPO Executive Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tammi Johnson</td>
<td><a href="mailto:tammir@uidaho.edu">tammir@uidaho.edu</a></td>
<td>(208) 885-8984</td>
</tr>
<tr>
<td>Director, International Student, Scholar &amp; Faculty Services (ISSFS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laila Cornwall</td>
<td><a href="mailto:lailac@uidaho.edu">lailac@uidaho.edu</a></td>
<td>(208) 885-4061</td>
</tr>
<tr>
<td>Associate Director, International Student, Scholar &amp; Faculty Services (ISSFS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brittany Sonnenberg</td>
<td><a href="mailto:kkrier@uidaho.edu">kkrier@uidaho.edu</a></td>
<td>(208) 885-4599</td>
</tr>
<tr>
<td>ESL Immigration Advisor, International Student, Scholar &amp; Faculty Services (ISSFS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Quallen</td>
<td><a href="mailto:icommunity@uidaho.edu">icommunity@uidaho.edu</a></td>
<td>(208) 885-6519</td>
</tr>
<tr>
<td>International Outreach Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change.**
1.2. Emergency Telephone Numbers

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

1.3. Non-Emergency Police Number

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

1.4. UI Campus Telephones:

- Emergency- 911

To call a campus telephone number while on the UI 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 UI 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

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 UI 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 their the ALCP Staff or 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 UI 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 UI 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

3.1. Tuition

- Tuition is due the first day of each session.
- 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 session.
- Students will be charged late fees by the University if tuition is not paid on-time.

<table>
<thead>
<tr>
<th>Costs per Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 week costs are estimates and are subject to change)</td>
</tr>
<tr>
<td>ALCP Tuition</td>
</tr>
<tr>
<td>Registration &amp; Program Fees:</td>
</tr>
<tr>
<td>Housing (Room &amp; Board)</td>
</tr>
<tr>
<td>Books &amp; Supplies:</td>
</tr>
<tr>
<td>Personal Expenses:</td>
</tr>
<tr>
<td>Required Insurance*:</td>
</tr>
<tr>
<td>Total Estimated Costs:</td>
</tr>
</tbody>
</table>

*We do accept alternative insurance plans if they meet the University of Idaho’s minimum requirements

Tuition is due by the first day of each session. 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 session. Students will be charged a $75 late fee through the Student Accounts office if they have not paid. 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 session or receive their grades at the end of the session. 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 with 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](http://www.uidaho.edu/academic-affairs/ipo/intensive-english-alcp/tuition-and-fees)

3.2. Registration Fee

Students are charged a $25.00 registration fee each session. Each session students are registered for class by the ALCP Program Coordinator. Continuing students need to share their future intentions by Friday of week seven.

3.3. Sponsored Students

A sponsored student’s tuition is paid by a sponsor/government; however keeping their student account current is the responsibility of the student. The student must bring the ESL Immigration Advisor his/her 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 the 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, 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 8-week session. The Financial Guarantee will cover this $150.00 fee and will be paid for by the sponsor.

3.4. **Immediate Transfer-Out Fees**

New students who test with ALCP and immediately request to transfer to another U.S. school (prior to beginning and enrolling in the first session 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 can result 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](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 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:

<table>
<thead>
<tr>
<th>Registration begins</th>
<th>Last day to add/drop classes</th>
<th>Late Payment Fee Begins</th>
<th>Last day to withdraw/transfer and receive 100% refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>During Orientation</td>
<td>First day of class</td>
<td>First day of class</td>
<td>Tenth day of the session</td>
</tr>
</tbody>
</table>

3.8. **Payment Plans**

Students can sign-up for Payment Plans through Vandal Web if they have at least $500 owed on their Student Account. The following website gives information for Payment Plans: [https://www.uidaho.edu/current-students/student-accounts/billing-and-payment-information](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](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

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 session 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. If students do not attend the seminars, they are required to take the missed seminars during the next session.

4.2. Level Placement Assessment

New ALCP students enter the program at the level that corresponds to their English language ability. They are expected to successfully complete the level in which they are placed before going on to the next level.

On the first day of the 3-day Initial New Student Orientation, new students take placement tests and are placed in levels Foundational Skills A through 6 based 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 seven 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.

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 session begins unless the faculty and staff approve changes. Students must print their class schedules from www.vandalweb.uidaho.edu to access their schedule. See Vandal Web Class Schedule Instructions in the Appendix.
- In emergencies or outlying circumstances, students may technically adjust classes up until the 10th day of class, based on the UI 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 seven levels, from beginner to advanced.
- Completion of the ALCP Level 5 fulfills the University of Idaho’s minimum English Language Proficiency requirement (525 TOEFL) for undergraduate students.
- Completion of level 6 fulfills the minimum English Language Proficiency requirement for some graduate departments. ALCP Level 6 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 level 6 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 six 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Core Courses Per Level</th>
<th>(Optional) Enrichment Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Skills</td>
<td>Reading Composition</td>
<td>Basic Reading Skills</td>
</tr>
<tr>
<td>Level 2</td>
<td>Reading Composition</td>
<td>Integrated Reading</td>
</tr>
<tr>
<td>Level 3</td>
<td>Reading Composition</td>
<td>Academic Skills</td>
</tr>
<tr>
<td>Level 4</td>
<td>Reading Composition</td>
<td>Grammar in Action</td>
</tr>
<tr>
<td>Level 5</td>
<td>Reading Composition</td>
<td>Academic Writing</td>
</tr>
<tr>
<td>Level 6</td>
<td>Reading Composition</td>
<td>Professional Portfolio</td>
</tr>
</tbody>
</table>

#### 4.7. Foundational Skills

The Foundational Skills 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 Foundational Skills curriculum is designed to be flexible, as students will learn at their own pace. Some students may need only 8 weeks to prepare for Level 2, other students may require from 8 to 16 to 24 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 session, additional tests are given in Reading-Composition class and Listening-Speaking class that help determine whether the student should be in Foundational Skills A (Absolute Beginner), or Foundational Skills B (Moderate Beginner). The Foundational Skills courses prepare students for Level 2.

#### 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 session at the ALCP.

In addition to Core courses and Enrichment courses, students who pass a level with low proficiency (grades), may be enrolled in the Academic Assistance course.

In addition to Core courses, students who do not pass a level may be required to take the Academic Assistance course in lieu or in addition to an Enrichment course (depending on if they passed their previous Enrichment 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 session.

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

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 session only. Please complete the Class Change Request form in the iVandal computer system within two days of the first week of the session.

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 session.
   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 session.
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 have a decision back to the student within 3 working days. In cases of immediate attention, a request for an expedited process can be requested by either party (student or teacher).
4.11. Passing a level/ Grades

A student’s final grade is directly related to their English language proficiency. Throughout each session, 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 example, a student may improve in listening and speaking skills faster than in reading and writing skills. If a student passes Listening Speaking Level 3, but does not pass Reading Composition Level 3, the next session the student could be enrolled in Listening Speaking Level 4 and Reading Composition Level 3.

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 disagree, 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 session. 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 four of the term.

4.15. Final Grade Report

At the end of each session, students are provided a Grade and Proficiency Report which describes their individual proficiency of English in each skill area. The scale determines what a student should be able to do at the 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 session, and an achievement scale.
4.16. Calculating a GPA

Colleges 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)

Each letter grade is given a numeric value:

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

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/C</td>
<td>9</td>
<td>X</td>
<td>3 (B)</td>
</tr>
<tr>
<td>L/S</td>
<td>6</td>
<td>X</td>
<td>4 (A)</td>
</tr>
<tr>
<td>Grammar</td>
<td>3</td>
<td>X</td>
<td>2.3 (C+)</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Composition</td>
<td>9</td>
</tr>
<tr>
<td>Listening/Speaking</td>
<td>6</td>
</tr>
<tr>
<td>Academic Skills/Writing/Research</td>
<td>3</td>
</tr>
<tr>
<td>Grammar/Grammar in Action</td>
<td>3</td>
</tr>
<tr>
<td>Enrichment Courses</td>
<td>3</td>
</tr>
</tbody>
</table>
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 session. 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 session 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 session 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 session.

**Academic Disqualification:** If a student attains less than a 2.0 GPA for two sessions 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 session will appear on the academic transcript.
5. Academic Student Policies

5.1. Acceptance of Late Assignments

The ALCP policy recommends that teachers accept late work minimally, but ultimately it is based on the 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

All new students, as well as returning students every Fall 1 & Spring 1 session, will fill out the ALCP Learning Agreement. Students repeating a level may be asked by their Academic Assistance 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, 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. Below are the responsibilities of the ALCP, tutors and students:

**ALCP’s Responsibility**

The ALCP will provide 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. 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.

- Students are expected to arrive at least a day before the session 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 administrative permission has been granted in advance.
- Any time students miss class, for any reason, they are absent. It is the student’s responsibility to contact their teachers to catch-up on missed content and homework. Doctor’s notes, etc., will be collected to prevent penalties for unavoidable absences, but the absences will still be counted.
- If students have an emergency and are staying in the hospital, they should contact the ALCP Director & the ESL Immigration Advisor. All emergency medical letters, notes, or documentation must be given to the ALCP Staff. The documents will be placed in the student’s file.
- Teachers will contact students via Vandal Email after the first absence. Students will be reminded of the Attendance Policy. The ALCP Program Coordinator & Director will follow the Attendance Policy Reinforcement Steps for any additional absences (see below/Student Handbook).
- Students are permitted one excused day (no absences) per session for a Cultural/Religious Holiday that falls on a week day (see Student Handbook 4.13).

Definitions

Tardy: Missing up to 15 minutes of class is a tardy. Three tardies in one class equals one absence.

Participation: Students must participate by being involved and prepared for class. Students may be asked to leave if they are not actively involved with the class, which will result in an absence. Being inactive includes, but is not limited to, sleeping, texting, taking phone calls, using media for non-class related activities, not being prepared for in-class activities, doing homework, and being disagreeable towards the teacher and/or other students.

Absence: Missing more than 15 minutes of a class is an absence. There are no excused absences. All absences count equally, regardless of why they occurred.

Absence Communication: When students are absent from class, it is their responsibility to contact their teacher to see what they missed in class; and to collect and complete new homework assignments. Students must also submit official documentation relevant to absences to the ALCP Faculty & Staff. The documents, along with any other absence communication, will be placed in the student’s file.

Attendance Policy Reinforcement Steps:

1. Attendance Reminder: Students who miss 1 class (or have 3 tardies) in a single course will receive an email from their teacher reminding them of:
   a. The ALCP Attendance Policy
   b. The student’s responsibility to contact their teachers for missed class work and homework.
2. Warning Email: Students who miss 2 classes in a single course, or 8 total ALCP classes, will receive an official email from the ALCP Program Coordinator reminding them of:
   a. The ALCP Attendance Policy
   b. The number of total absences
3. Attendance Probation: Students who miss 3 classes in a single course, or 12 total ALCP classes, will receive a final warning email from the ALCP Program Coordinator reminding them that:
   a. The student must meet with the ALCP Director to discuss the Attendance Policy and to sign an Attendance Probation Agreement, which will then be kept in the student’s file
   b. The student is only allowed one Attendance Probation during their time at the ALCP.
   c. The student will stay in Attendance Probation for the duration of the current and following session. If the student reaches Attendance Probation a second time, the student will be immediately dismissed from the program and their student visa status will be terminated in SEVIS. The ALCP must report the student’s dismissal to USCIS (United States Citizen and Immigration Services).

4. Immediate Attendance Dismissal during the session: Students who miss 4 classes in a single course, or 16 total ALCP classes, at any time during the session will receive an email notice of their dismissal from the ALCP Program Coordinator informing them that:
   a. The student must meet with the ESL Immigration Advisor to discuss the next steps. The student must either leave the U.S. or transfer to another program within 15 days of notification of dismissal.
   b. The ALCP must terminate the student’s visa status in SEVIS and report the student’s dismissal to USCIS (United States Citizen and Immigration Services.)
   c. The student is considered “out of status” which means the student is not meeting the legal requirements for staying in the U.S. In order to correct this, the student must either leave the U.S. or transfer to another program within 15 days. The student must then apply for reinstatement at the new program.

5. Attendance Dismissal at the end of the session: Students who miss 4 classes in a single course, or 16 total ALCP classes, throughout the session (6-week summer or 8-week academic year) will receive an email notice of their dismissal from the ALCP Program Coordinator informing them that:
   a. The student must meet with the ESL Immigration Advisor to discuss the next steps. The student must either leave the U.S. or transfer to another program within 15 days of notification of dismissal.

Dismissal Appeal Process

Each student is allowed only one Dismissal Appeal during their time at the ALCP. Students are eligible to appeal their Dismissal from the program if:

1. They have followed Attendance Communication guidelines as outlined in the ALCP Attendance Policy.
2. They have communicated and/or discussed their circumstances with the ALCP Faculty/Staff.
3. They have completed the Dismissal Appeal Form. All related documents from the student’s file will then be reviewed.

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 session. Students may not take their final exams early except for medical or family emergencies and with permission from the ALCP Director.

5.6. Accommodation of Religious Holidays

** The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change. **
Teachers accommodate for absences due to major cultural and/or religious holidays (one per session). Students are excused for one day of a religious holiday they choose to observe if it falls on a week day; however, they are expected to make up any missed work, tests, exams or projects. **Students must inform their teachers at the beginning of the session** and provide written documentation in order for the absence to be excused.

5.7. 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 elementary 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.**

**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.

**Tuition & Fees**

- $50 deposit
- Afterschool, Monday-Thursday (3-6pm) = $8.10/Day
- Afterschool, Friday (2:15-6pm) = $10.10/Day
- Half Day (0 to 5 hours) = $11.45/Day
- Full Day (more than 5 hours) = $23.40/Day
- Field trips have no additional cost, except for the UI Climbing Center, Palouse Empire Gymnastics, the Palouse Discovery Science Center, the Palouse Ice Rink, and swimming facilities.

**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.
5.8. Transfer Policies

5.8.1. 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), 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 session in the first 30 days and 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 (attached) 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 10th day of class.
4. Pay all outstanding bills (phone, utilities, housing, and registration fees) at UI, or you will not be able to obtain official transcripts from the UI Registrar’s Office.
5. Update your address with ALCP so that important documents can be sent directly to your new or forwarding address.

5.8.2. Transfer In
If a student decides to transfer in to the ALCP from a different program, they must follow the ALCP admission policies and procedures located on the ALCP website. The student must also fill out the ALCP Student Form provided by ISSFS. 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.

5.9. Dismissal from Program

5.9.1. 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 cause problems for 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.
5.9.2. **Final Dismissal Decision**
Once a student has been dismissed from the program, he/she is not permitted to reapply for future sessions.

5.10. **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 session. 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. Exceptions may be made depending on circumstances, but these must be discussed with the ALCP Director.

5.11. **Complaint/Grievance Procedures for Students**

**ALCP Complaint Process**

1. First, the student with 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 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/UI 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 or the student can notify the Executive Director of International Programs for further consultation.
6. In the case that a complaint cannot be resolved within the ALCP and International Programs Office, the Executive Director or student can notify the Vice Provost of Academic Affairs, Vice Provost for Student Affairs/Dean of Students, 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 (see link below.)

**Complaint Categories**

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

**In the case of an Academic Complaint:** If a student has an academic problem/complaint toward a teacher or staff at the ALCP, the student should follow the ALCP Complaint Process above.

**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

5.12. 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, paid 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 writing process. The writing 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

- 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 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. (UI Policy, https://www.uidaho.edu/studentaffairs/dean-of-students/student-conduct/academic-integrity/students)
  - Any assignment that is turned in by a student, but created by another student is considered cheating. Purchasing papers from websites or other students on campus is academic dishonesty, the equivalent of cheating and/or plagiarizing.
  - Using a paper or assignment written or created for another class as "new" for a different class.
  - Providing the materials to facilitate any of the above. The student is just as guilty as the cheater if a paper or copied assignment is given to another student to use.
  - Skipping a test or turning in assignments late, making false excuses to a professor to avoid point reductions or other repercussions.
  - Cooperating on a take home test or other assignment designed to evaluate an individual, not the performance of a group.

- Working with others and receiving help from others It is acceptable for students to discuss ideas regarding assignments with others, and to help point out problems in each other’s texts. However, others may not verbally or in writing edit, revise, translate, transcribe, or complete assignments for students. In other words, although
others may identify problems, they may not fix or correct errors. Students must always distinguish their ideas and work from others’ work. Identical or very similar assignments cannot be submitted by two or more 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 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.
- Request evidence from the student of his/her language proficiency.
- In the case of a duplicate assignment, the assignment will be given a zero and the student cannot re-write the assignment.
- 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.
- In the case of multiple offenses, the teacher may report the student 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](https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity)

**5.13. 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.]

5.14. Class and Program Evaluation

The ALCP is committed to program and process improvement. We value student opinions and request that students provide feedback each session 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 session. 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-session, 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 session. They are given every session 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 session 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**

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.

**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 UI, communicating with their UI academic advisors, or navigating the UI. 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.

**Program Coordinator**

The Program Coordinator helps students with general and logistical requests. The Program Coordinator answers student’s initial questions, registers students for classes, monitors & notifies students of attendance infractions, compiles and emails midterm and final grades, and provides students with necessary documents and forms (such as housing exemption forms, or the program completion certificate). The Program Coordinator also can answer general questions, such as how to schedule a taxi ride, how to sign up for housing on campus, or where to find a university office.

**Sponsored Students**

Students who are sponsored by their government (e.g., SACM, CBIE, BSMP) have additional academic advising. Their embassy requires academic updates each session. The ISSFS/ALCP staff provide the student’s sponsors with an enrollment letter, a final grade report, and a progress report each session, as well as any additional reports requested by their sponsors.
Students of the University of Idaho
As a unit within the University of Idaho (UIdaho), ALCP students must follow the UIdaho 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 ESL Immigration Advisor provides immigration advising, University of Idaho admission advising, housing concerns, health issues, and acculturation counseling.

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

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

<table>
<thead>
<tr>
<th>When do I use Vandalweb, and when do I use iVandal?</th>
<th>Vandal Web</th>
<th>iVandal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay Student Account</td>
<td>Update address for immigration</td>
<td></td>
</tr>
<tr>
<td>Set up Payment Plan</td>
<td>Access ALCP Final &amp; Midterm Grades</td>
<td></td>
</tr>
</tbody>
</table>
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 UI email address. The ALCP and the UI 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. 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 UI 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](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 Outreach Coordinator if you would like to sign-up.

**Friendship Families:** A friendship family connects ALCP Students in levels 5 and 6 to American families in the community. Your friendship family will invite you to their home and may arrange some activities with you. International Friendship Association (IFA) sponsors friendship families, but we cannot guarantee that every student will have a friendship family. For more information: [https://www.uidaho.edu/academic-affairs/ipo/intercultural-programs-events-and-activities/programs/friendship-families/form-for-students](https://www.uidaho.edu/academic-affairs/ipo/intercultural-programs-events-and-activities/programs/friendship-families/form-for-students)

Activities

The International Program’s Outreach team schedules optional activities and events for international students to participate in each session. Activities may include whitewater rafting, skiing, camping, hiking, trips to Seattle or Spokane, holiday celebrations, ice skating, and many others. Students must sign a liability waiver before attending an activity. Activities may require an extra fee.

**NOTE:** There will be a sign-up sheet for all activities requiring travel outside of Moscow. If students would like to participate in an activity, they MUST sign up. We will strictly enforce this sign-up policy. If there are not enough students who want to participate, then an activity may be cancelled. However, if a student pays the fee for an activity, but they choose not to participate after the deadline, their money will not be refunded.

### 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.
- 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.

<table>
<thead>
<tr>
<th>Childcare</th>
<th>Contact Info</th>
<th>Estimated Cost per Month (Subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho Childcare Center</td>
<td>Phone: (208) 885-6414</td>
<td>Full-time: Infant: $875/month Toddler: $821/month Pre-school: $661/month</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.uidaho.edu/studentaffairs/childrens-center/tuition-rates">http://www.uidaho.edu/studentaffairs/childrens-center/tuition-rates</a></td>
<td></td>
</tr>
<tr>
<td>Small Steps Childcare and Preschool</td>
<td>Phone: (208) 882-8176</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://impactchurchmoscow.org/smallstepschildcare">http://impactchurchmoscow.org/smallstepschildcare</a></td>
<td></td>
</tr>
</tbody>
</table>
### Charlie Bear’s Childcare (Gritman Hospital)
- **Phone:** 208.883.6024
- **Website:** eandpreschool.org/

### Emmanuel Lutheran Church Childcare - Preschool
- **Phone:** 208-882-1463
- **Website:** [http://www.emmanuelmoscow.org/preschool](http://www.emmanuelmoscow.org/preschool)
- **First Semester (Fall 2015) Fees:**
  - Morning/afternoon class each day:
    - 5 days/week = $952 ($238 / month)
    - 3 days/week = $572 ($143 / month)
    - 2 days/week = $380 ($95 / month)
- **Second Semester (Spring 2016) Fees:**
  - Morning/afternoon class each day:
    - 5 days/week = $1190 ($238 / month)
    - 3 days/week = $715 ($143 / month)
    - 2 days/week = $475 ($95 / month)

### Moscow Day School
- **Phone:** (208) 882-8426
- **Website:** [http://www.moscowdayschool.org](http://www.moscowdayschool.org)
- **Full-time:**
  - Infant: $800/month
  - Toddler: $700/month
  - Pre-school: $600/month
  - Pre-K: $575

### New Discoveries Playschool
- **Phone:** (208) 882-4073
- **Website:** [http://www.newdiscoveriesplayschool.org/default.html](http://www.newdiscoveriesplayschool.org/default.html)
- **Full-time:**
  - Infant: $870/month
  - Toddler: $790/month
  - Pre-school/Pre-K: $650/month

### Palouse Hills Daycare
- **Phone:** (208) 882-0579
- **Website:** eandpreschool.org/

### Palouse Early Learning Center
- **Phone:** 208-882-5437
- **Website:** [http://www.palouse-kids.com/](http://www.palouse-kids.com/)

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

*In the United States, when a child is sick, you should take them to the doctor’s office or urgent care. Americans only take kids to the emergency room when there is a major emergency. 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.*

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

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### 6.13. Dentist (Teeth Doctor)

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**The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change.**
### Dental Care

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


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.

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

**Note:** All labs close daily from 3am to 4am
6.15. 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 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 you major subject area (contact departments)
- Get help with study skills
- Talk to your ALCP Faculty/Staff or professors about course expectations
6.16. 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. 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, politics or religion—not at first, anyway).
- Find people or groups that share your interests: clubs, organizations, hobbies, etc.
- Be patient and persistent.

6.17. **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

6.18. **Entertainment**

**Movies**
Eastside Cinemas ..................................................... 1420 S. Blaine Street ........................................... 882-8078
The Village (in Pullman) ...................................................................... 1085 Bishop Blvd, Pullman ................................ 334-1002
Kenworthy Performing Arts Theater ............................................. 508 S Main St ..................................................... 882-4127

**Video Rentals**
Book People Moscow .............................................. 521 South Main
Hastings ................................................................... 2242 West Pullman Road
Howard Hughes Video ............................................. Main Street

**Pubs and Dancing**
Champions ............................................................... 302 South Main Street
CJ’s ........................................................................... 112 North Main Street
Mingles of Moscow (also Karaoke) ........................................... 102 S. Main St.

**Shopping and Services**

**General Shopping**
Book People of Moscow .......................................... 512 South Main Street (Books and Coffee Shop)
Eastside Marketplace............................................... Troy Highway (Copy shop, travel agency, household goods, beauty parlor, driver’s license office, grocery store, movie theater)
Goodwill ................................................................... 2470 West Pullman Road (Inexpensive, used clothing and furniture)
Michael’s .................................................................. 1720 West Pullman Road (Arts and crafts supplies)
Office Depot ............................................................. 2242 West Pullman Road (Office supplies)
Palouse Empire Mall ................................................ 1850 West Pullman Road (Wide variety of stores-clothing, music, pharmacy, fabrics, travel agency, books, shoes, household goods, restaurants, sporting goods)
University Bookstore ........................................... Across from SUB
Wal-Mart (discount store) ........................................... 2470 West Pullman Road (Wide variety: clothing, household goods, toys, garden supplies, sporting goods)

**Grocery stores, Bakeries, Delis and Specialty Food Stores**
International Store of Asian Groceries .................. 317 East Main Street, Pullman ......................... Asian
Phung Mart ............................................................. 6th Street, Moscow ........................................... Asian
Moscow Food Coop .................................................. 217 East 3rd Street ................................................ Natural/Organic Food
Winco Foods .......................................................... 1700 West Pullman Road ................................ Groceries, Bakery & Deli
Safeway ................................................................. 1320 South Blaine Street ........... Groceries, Bakery & Deli
Rosauers ................................................................. 411 North Main Street ........... Groceries, Bakery & Deli

**Banks & Credit Unions**
Chase ........................................................................ 1790 West Pullman Road ................................ 882-8350
American West Bank .............................................. 600 South Jackson Street ................................ 882-0809
U.S. Bank ................................................................. 301 South Main Street ...................... 882-2567
6.19. **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 UI 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.

6.20. **Recreation Center**

Becoming a member at the Student Recreation Center (SRC) gives students a chance to play sports, lift weights, take wellness classes and de-stress from homework, meet new people and enjoy working out with friends.

<table>
<thead>
<tr>
<th>Rec Center (SRC)</th>
<th>1 Visit</th>
<th>1 Month</th>
<th>4 Months</th>
<th>1 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALCP student and spouse</td>
<td>$6.00</td>
<td>$36.50</td>
<td>$131.76</td>
<td>$310.00</td>
</tr>
</tbody>
</table>

Single Use 10 Visit Punch Cards $54.00

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.

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/](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 at ALCP & IPO
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. 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 UI 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 session they begin ALCP.

All Students are required to fill out the [SHIP Enrollment/Waiver Form](#) when they arrive and every Fall 1 session 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 session, students will be charged for SHIP insurance, and it cannot be waived until the next session.

Information on the Student Health Insurance Program (SHIP) is available at: [www.uidaho.edu/ship](http://www.uidaho.edu/ship).
6.26. Visiting a Physician

- All students are welcome to use the on-campus Student Health Center when they need to visit a physician (doctor of medicine) between 8am and 4 pm.
  - The Student Health Center is located in the center of campus, east of the Idaho Commons Building. Please note this building on your campus tour.
- 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 8th and Main Street, downtown Moscow or call 911

6.27. 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. A list of additional places to look for a job has been placed in your orientation folder. When the ALCP is in session, F-1 students may only work up to 20 hours per week on campus. During the ALCP session 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.

6.28. 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 19th 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 weeks, but UI 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

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.
- 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)
- 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 Credentials
- 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
- 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 student may be required to return home before they can begin their graduate studies.
7.2. Concurrent Enrollment

Students enrolled in ALCP Level’s 5 and 6 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 UI courses will be expected to meet with the ALCP Staff during the 6th or 7th week of the semester. The ALCP Staff will review the student’s UI course progress as well as his/her ALCP grades. If a student has less than a 75% in their UI course or any of their ALCP courses, they may be asked to withdraw from the UI course.

REGISTERATION 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 UI 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 UI 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 balances must be paid in full. [https://www.uidaho.edu/registrar/transcripts](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 during their enrollment 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](http://www.uidaho.edu/universityhousing)

Housing on the UI 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](http://www.uidaho.edu/universityhousing). You may also contact the Housing Office by email at 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 while in the ALCP, do not have to live on campus once they matriculate to the UI, if they have been in the ALCP for one year. ALCP students planning to attend the University of Idaho can complete the UI 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](http://www.uidaho.edu/universityhousing) 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 session.

7.4.4. UI 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. 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 UI 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 UI Summer session (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, 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.avistauilities.com

**Time Warner Cable and Internet**

www.timewarnercable.com - (208) 882-2832

8. **Immigration Regulations**

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) 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 a new passport in their home country before returning.

2. **Visa** – if visa is expired, the 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 UI 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 UI 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 session, 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.
The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change.

- 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 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

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.

** The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change.
8.5. Program Completion

Students are not eligible for a session off until they have completed 5 sessions (one ESL academic year) OR graduated from the ALCP. If a session 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 session 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](image)

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

![Student Menu](image)

3. Select “Registration”

![Registration Menu](image)

4. Click on “Weekly Schedule”

![Weekly Schedule](image)
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

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Family/Last Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID #:</td>
<td>Level:</td>
</tr>
<tr>
<td>Session:</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** 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 three classes in one course, or 12 classes total in all my courses combined, I will be placed on Attendance Probation for the current and following session.

___ (Initial) **I understand** if I miss 4 classes in one course, or 16 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 UI 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**

---

**The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change.**
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)

___ 1. ALCP Courses                                      ___ 6. Disability
___ 2. Student Services                                      ___ 7. Non-Academic Services
___ 3. Course material                                      ___ 8. Race/Ethnicity
___ 4. Teacher interaction                                      ___ 9. Gender*
___ 5. Harassment/Discrimination                                      ___ 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 attachments if necessary):

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

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

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________

Signature                                      Date

Received by                                      Date

While confidentiality is maintained in so far as possible, it should be noted that persons who are accused of impropriety will be informed of and allowed to respond to the allegations made against them.

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.

*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.

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.
Bottled water 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.

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 received 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.

*Correction:* My child had his birthday yesterday.

All child need food, water, and love.

*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.

*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.

*Correction:* The child answered the question shyly.

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

Would you please carry me home?

*Correction:* Would you please take me home?

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

Pam has been in Europe two years ago.

*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.

*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.
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Equals; is</td>
<td>Martin Luther King (MLK) = civil rights activist</td>
</tr>
<tr>
<td>≠</td>
<td>Does not equal</td>
<td>Money ≠ Happiness</td>
</tr>
<tr>
<td>+</td>
<td>Plus</td>
<td>H₂O + sugar = sugar water</td>
</tr>
<tr>
<td>&lt;</td>
<td>Less than</td>
<td>World Pop &lt; 8 bil.</td>
</tr>
<tr>
<td>&gt;</td>
<td>Greater than; more than</td>
<td>US Pop &gt; 200 mil.</td>
</tr>
<tr>
<td>&amp;</td>
<td>And</td>
<td>Proctor &amp; Gamble corporation</td>
</tr>
<tr>
<td>w/</td>
<td>With</td>
<td>Biologists work w/scientific method</td>
</tr>
<tr>
<td>w/o</td>
<td>Without</td>
<td>Cells w/o treatment</td>
</tr>
<tr>
<td>↑</td>
<td>Up; Increase</td>
<td>Demand ↑; Prices ↑</td>
</tr>
<tr>
<td>↓</td>
<td>Down; Decrease</td>
<td>Demand ↓; Prices ↓</td>
</tr>
<tr>
<td>→</td>
<td>Causes</td>
<td>smoking → cancer</td>
</tr>
<tr>
<td>etc.</td>
<td>and so on; and other (Latin et cetera)</td>
<td>Need bread, milk, butter, etc.</td>
</tr>
<tr>
<td>e.g.,</td>
<td>For example (Latin exempli gratia)</td>
<td>Military supplies; e.g., guns, grenades, and bombs</td>
</tr>
<tr>
<td>i.e.,</td>
<td>That is; in other words (Latin id est)</td>
<td>The mafia rubbed him out; i.e., they killed him.</td>
</tr>
<tr>
<td>aka</td>
<td>Also known as</td>
<td>Abraham Lincoln, aka the Great Emancipator</td>
</tr>
<tr>
<td>≅ or ~</td>
<td>Approximately; about</td>
<td>Stir ≅ 2 mins.</td>
</tr>
<tr>
<td>Δ</td>
<td>Change; difference;</td>
<td>2 min. Δ temp 2 36°F</td>
</tr>
<tr>
<td>∴</td>
<td>Therefore; so</td>
<td>John &amp; Fred ≠ killer; ∴ Tim = killer</td>
</tr>
<tr>
<td>∵</td>
<td>Because</td>
<td>No water ∵ draught; no water b/c draught</td>
</tr>
<tr>
<td>asap</td>
<td>As soon as possible</td>
<td>Send letter ASAP</td>
</tr>
<tr>
<td>min</td>
<td>Minimum</td>
<td>Min. 3 references</td>
</tr>
<tr>
<td>Max</td>
<td>Maximum</td>
<td>$300 max</td>
</tr>
<tr>
<td>Yr/yrs.</td>
<td>Year/years</td>
<td>3 yrs.</td>
</tr>
<tr>
<td>Vs</td>
<td>Versus</td>
<td>Vandals vs. Cougars</td>
</tr>
<tr>
<td>Q/A</td>
<td>Question/answer</td>
<td>Q/A study @ 3:00 p.m. in SUB</td>
</tr>
<tr>
<td>Ex.</td>
<td>Example</td>
<td>Ex: 1 + 1 = 2</td>
</tr>
<tr>
<td>btw</td>
<td>Between</td>
<td>Btw rock and a hard spot</td>
</tr>
<tr>
<td>♀</td>
<td>Females</td>
<td>After war, more ♀s</td>
</tr>
<tr>
<td>♂</td>
<td>male</td>
<td>1 ♂ gorilla in zoo</td>
</tr>
<tr>
<td>°</td>
<td>Degrees</td>
<td>Temp ↓32°=frozen</td>
</tr>
<tr>
<td>#</td>
<td>number</td>
<td># of participants = 100</td>
</tr>
<tr>
<td>No.</td>
<td>Number</td>
<td>No. of votes = 100</td>
</tr>
<tr>
<td>%</td>
<td>Percent</td>
<td>50% voted</td>
</tr>
<tr>
<td>$</td>
<td>Dollar</td>
<td>Rent = $900</td>
</tr>
<tr>
<td>¢</td>
<td>Cent; one penny</td>
<td>25¢ x 4 = $1.00</td>
</tr>
<tr>
<td>¼</td>
<td>One-four; 0.25; 25%</td>
<td>¼ of $1.00 = 25¢</td>
</tr>
<tr>
<td>½</td>
<td>One-half; 0.50; 50%</td>
<td>½ of $1.00 = 50¢</td>
</tr>
<tr>
<td>¾</td>
<td>Three-quarters; 0.75; 75%</td>
<td>¾ of $1.00 = 75¢</td>
</tr>
<tr>
<td>&quot;</td>
<td>Inches</td>
<td>Move square 3&quot;</td>
</tr>
<tr>
<td>′</td>
<td>Feet</td>
<td>The board was 3′ 6″</td>
</tr>
<tr>
<td>/</td>
<td>Per</td>
<td>3′/yard</td>
</tr>
<tr>
<td>Year</td>
<td>since</td>
<td>No concentration camps 1946</td>
</tr>
<tr>
<td>Year</td>
<td>before</td>
<td>1492 ≠ No White in N. Amer.</td>
</tr>
<tr>
<td>BC/bce</td>
<td>Before common era</td>
<td>Plato: 428/427 to 328/327 bce</td>
</tr>
<tr>
<td>AD/ce</td>
<td>Common era</td>
<td>Muhammad: 570 to 632 ce</td>
</tr>
</tbody>
</table>
- Achievement Scale & Interpretation
<table>
<thead>
<tr>
<th>Language Skill</th>
<th>Level 3</th>
<th>Level 2</th>
<th>FS B</th>
<th>FS A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Shows the ability to read and understand simplified academic articles and a mid-level novel through answering comprehension questions and responding to the text. Can read multiple paragraphs on a variety of common topics, including a short novel and can demonstrate understanding by answering comprehension questions correctly. Can write multiple cohesive paragraphs with a topic sentence, supporting ideas, detail and a concluding sentence.</td>
<td>Can read and understand very short, simple text and can identify key pieces of information in common texts such as menus and advertisements. Can write simple sentences and form short paragraphs that describe daily activities and familiar people and places using correct punctuation, capitalization, verb tenses, word order and spelling.</td>
<td>Can read and understand very short, simple stories, and can identify key pieces of information in common texts such as identification forms, signs and menus. Can write simple sentences and form short paragraphs about personal information, daily activities, familiar people and places using correct punctuation, capitalization, spelling and word order.</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>Can create cohesive short essays in various rhetorical modes which have clear organization and a variety of sentence structures and verb tenses, with few grammatical errors that interfere with meaning.</td>
<td>Can read and understand very short, simple text and can identify key pieces of information in common texts such as menus and advertisements. Can write simple sentences and form short paragraphs that describe daily activities and familiar people and places using correct punctuation, capitalization, verb tenses, word order and spelling.</td>
<td>Can read and understand very short, simple stories, and can identify key pieces of information in common texts such as identification forms, signs and menus. Can write simple sentences and form short paragraphs about personal information, daily activities, familiar people and places using correct punctuation, capitalization, spelling and word order.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Understands main ideas and details and responds clearly in interpersonal and basic academic settings. Shows understanding of basic academic input by asking/answering questions, participating in discussion, and taking notes. Can give a clear and cohesive formal presentation on a topic of study with little hesitation. Few vocabulary, pronunciation, or grammar mistakes do not interfere with meaning.</td>
<td>Engages in conversations recognizing main ideas and details about a variety of everyday topics and using various language functions. Accurately responds in various conversations by following directions, answering questions and adding new content to discussions. Can share a story or personal experience using mostly complete sentences with little hesitation and/or repetition.</td>
<td>Understands conversations about personal information and every-day activities, which include common language functions, and simple phrases, sentences and questions. Accurately responds in conversations about personal information and every-day activities using common language functions, and simple phrases, sentences and questions.</td>
<td>Understands basic conversations about personal information, immediate needs and very common daily activities, which include common language functions, and simple phrases. Responds comprehensibly in conversations about personal information and common daily activities using common language functions, and simple phrases.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Understands and correctly produces every day and introductory academic discourse with: noun clauses, adverb clauses, adjective clauses, a variety of verb tenses/aspects, gerunds, infinitives, and phrase/sentence connectors. Can produce and respond to everyday discourse correctly through the use of simple, compound, and some complex sentences in past, present and future simple and progressive tenses, with correct word order and number agreement.</td>
<td>Can communicate in everyday contexts through the use of simple present, past and future tenses and correct word order/word choice in basic statements and questions.</td>
<td>Can communicate in survival language contexts through the use of simple present and present progressive tenses and correct word order/word choice in basic statements and questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Skill</td>
<td>Level 6</td>
<td>Level 5</td>
<td>Level 4</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Composition</strong></td>
<td>Understands and critiques academic texts, including scholarly articles and textbooks that use terminology specific to field of study.</td>
<td>Understands and critically evaluates popular and academic texts.</td>
<td>Demonstrates good understanding of popular and academic texts through oral and written responses. Engages in critical thinking and connects experiences with the content theme.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writes multi-paragraph, research-based, persuasive essays which synthesize and critique ideas from academic texts; has few if any distracting grammatical errors.</td>
<td>Uses sources effectively to support academic essays, and in-class writing.</td>
<td>Can write cohesive and coherent short essay responses in various rhetorical modes with very few grammatical errors that do not interfere with understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening Speaking</strong></td>
<td>Understands and critically responds to complex and abstract academic discourse in formal and informal settings. Takes thorough and insightful notes that can be used to inform discussion, research, writing, etc.</td>
<td>Interprets main ideas and details in academic listening input through taking notes, asking &amp; answering questions and participating in discussions.</td>
<td>Demonstrates understanding of main ideas and details in authentic listening input through taking organized notes, and summarizing the information correctly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shares complex and abstract ideas in conversations, discussions, impromptu speeches, presentations and teaching scenarios in formal &amp; informal settings.</td>
<td>Speaks spontaneously on academic topics in formal and informal settings with minimal interference from problems with grammar, vocabulary or pronunciation.</td>
<td>Demonstrates good understanding of content theme by responding to questions and actively participating in discussions. Student can apply knowledge in academic settings.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar in Action; Academic Writing/Research</strong></td>
<td>Conducts library research and finds sufficient appropriate sources for a literature review.</td>
<td>Is able to explain the research process and use it to write multi-paragraph research-based, persuasive essay with few distracting grammatical errors.</td>
<td>Can produce discourse in various rhetorical modes using the accurate grammatical forms: verb tenses, passive voice, reported speech, gerunds and infinitives, and clauses correctly.</td>
<td></td>
</tr>
</tbody>
</table>
|                     | Evaluates and synthesizes information from a variety of sources in order to write a cohesive literature review & focused research proposal. | Can identify errors, edit own writing and considerably eliminate errors in writing. | **The ALCP adheres to all University of Idaho policies. ALCP policies are subject to change.**

Page 63
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.

<table>
<thead>
<tr>
<th>First Name Last Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Title</td>
<td></td>
</tr>
<tr>
<td>Instructor’s Name</td>
<td></td>
</tr>
<tr>
<td>Assignment Due Date</td>
<td></td>
</tr>
</tbody>
</table>

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.
o **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**

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 UI 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.
SHIP Enrollment/Waiver Form

Forms Due: Before classes begin

- Fall 2014
- Spring 2015
- Summer 2015

Student ID: ____________________________

Student's Name: ______________________________________________________________________________________________

(Family or Last name)                  (Given or First name)

Instructions to the Student:

International students and dependents holding non-immigrant visas must purchase health insurance:

☐ YES I want to enroll in the UI SHIP. I am uninsured, or my personal health insurance does not meet the minimum requirements for an insurance waiver below.
  - You are automatically charged for SHIP when you register for classes. You will see SHIP on your bill from the UI for each semester.
  - If you have dependents you need to request that they be charged for SHIP also.
  - Learn more SHIP details & coverage information at: [http://www.health.uidaho.edu/ship](http://www.health.uidaho.edu/ship)

☐ SHIP WAIVER. To qualify for a waiver the student must be continuously covered – on or before the first day of class – by a medical insurance that meets or exceeds the UI Health Insurance Requirements:
  - YES I have provided proof of coverage and/or health insurance card to ALCP;
  - YES I have insurance that covers maternity(females only), illness and injury;
  - YES I have insurance with a lifetime maximum benefit of at least $500,000;
  - Yes I have insurance that covers injury while participating in intramural, club, or NCAA intercollegiate sports programs. (if student will be participating in such programs)

Please Note: Complete proof of coverage is required before a waiver can be processed. If any of the benefits listed on the second page are not covered under the medical insurance you have provided, your insurance is considered inadequate and you WILL be billed for SHIP insurance.

The following applies to all students who hold non-immigrant visas:

- I understand this application must comply with the requirements for alternative health insurance plans to SHIP or I may be subjected to penalties affecting my enrollment in the university.
- I understand that if my insurance coverage (for which my waiver approval is granted) terminates for any reason, it is my responsibility to notify the International Programs Office, and to immediately purchase SHIP or another comparable insurance so that there is no break in coverage.
- I understand that upon receiving waiver approval I am solely responsible for all costs relating to the purchase of insurance and any medical expenses not covered by the policy I select.
- I understand that my health insurance coverage must be in effect on or before the first day of classes attended and must remain in effect until I graduate from the UI with no breaks in coverage.
- I understand that I am responsible for renewing my insurance premiums annually (beginning of each Fall semester) and getting renewal information to the International Programs Office (IPO) before the expiration date, so there is no break in insurance coverage at any time.
- I hereby give consent for my insurance agent to notify the University if the insurance I have purchased for my dependents and myself expires, and/or for the University to contact the insurance agent to verify the status of my insurance if questions arise about my coverage.

Insured’s Signature: ___________________________________________________________________  Date: ___________________

This confirms that you understand all of the above information and grants permission for an insurance agent to complete and return the second page.
Health Insurance Compliance Form

This form is to be completed and certified (signed below) by the Insurance Company Representative Only and to be accompanied by page 1 (student signature page). Please type or print clearly and return both forms to the address below before student begins classes.

Insured’s Name: _______________________________________________________________________________________________
(Family or Last name) (Given or First name)

Insurance Company: _____________________________________________________ Policy Number: _______________________

Date Coverage Begins:  Date Coverage Terminates:  _______  _________________________________________________________
Month / Day / Year                           Month / Day / Year

The University of Idaho requires all students holding non-resident alien visas to be covered by insurance that meets or exceeds the UI SHIP insurance requirements.

Please verify and check (✓) each requirement that applies to the insurance of the student listed above. He/she states that he/she purchased and maintains health insurance coverage that meets all requirements set by the University of Idaho for students who hold non-resident alien visas (see page 1):

☐ 1. At least a $500,000 lifetime medical maximum benefit
☐ 2. A deductible not to exceed $500 per accident or illness
☐ 3. Co-payment amount not greater than 25 percent so that the insurance pays at least 75 percent of charges
☐ 4. Accident and illness coverage (to include maternity insurance for females)
☐ 5. Repatriation coverage of at least $7,500 (A type of life insurance whereby the deceased is returned to their home country)
☐ 6. Medical evacuation coverage of at least $10,000 (If the student should be too ill to attend school, this pays for the student to return to their home country)
☐ 7. Company must have a licensed claims office within the U.S. with a U.S. phone and fax number (see certification portion below)
☐ 8. Company must provide coverage in the Moscow, Idaho area for emergency, non-emergency, outpatient and inpatient care, and mental health care
☐ 9. Health insurance must be purchased annually to be renewed at the beginning of each fall semester (spring semester arrivals must purchase until fall semester begins and renew annually from then on)
☐ 10. Must have athlete coverage if participating in club, intramural or NCAA Athletics

I hereby certify that all information on this form is complete and accurate, and that health insurance for the student listed above meets all requirements set forth in items 1-10 above.

Print Name ____________________________________________________________ Position: _______________________________

Signature _____________________________________________________________ Date: __________________________________

Telephone Number: _____________________________________________________ Email: _________________________________

U.S. Claims Office Address:

U.S. Claims Office Telephone Number: ____________________________________________________________________________

Please return this form to: International Programs Office, University of Idaho
Fax: (208) 885-2859 Email: alcp@uidaho.edu Phone: (208) 885-4061
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 15, 2017

Social Security Administration

1617 19th 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