



Applied Linguistics Department  
English Language Programs

**2019-2020**  
**Student Handbook**

Saint Michael's College  
Applied Linguistics Department  
One Winooski Park  
Colchester, Vermont 05439

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Applied Linguistics Department  
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Dear Student:

Welcome to Saint Michael's College and to the Applied Linguistics Department. Your teachers, the staff, and the administration are very pleased to have you here. We hope that we can help you in your goal of studying English and learning more about American culture.

We know that studying so far from your home was a big decision for you, and we will do our best to help you feel at home at Saint Michael's College. Your teachers are available to meet with you outside of your classes, and our program staff is here to assist you during your stay in Vermont.

One of the best ways to improve your English is to make new international and American friends, and to use English as often as you can. Our English classes require study outside of class to prepare for class work and discussions. The Library, the lobby in Saint Edmund's Hall, and computer labs on campus provide additional places for you to learn and practice English.

Please read our Academic Policies carefully. They give the guidelines that will make your program of study a successful one. If you have any questions, please speak to your teachers or come by my office for a visit.

Welcome again, and best of luck in your studies!

Sincerely,

*Christine Bauer-Ramazani*  
Christine Bauer-Ramazani, MBA, MA, MEd  
Director

*Christina Mager*  
Christina Mager, MA TESOL Assistant Director

# INTENSIVE ENGLISH PROGRAM

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## **MISSION STATEMENT**

*The mission of the Intensive English Program (IEP) is to provide the highest quality English-language instruction to speakers of other languages in order to meet their personal, academic, or professional goals. Intensive instruction in listening and speaking skills, vocabulary development, reading, writing, and grammar for both general and academic English is offered through a communicative, content-based approach. The IEP provides opportunities for students to experience culture in the context of their expanding cross-cultural perspectives. The IEP is committed to academic excellence, intercultural understanding, and attention to individual student needs and interests.*

## **TO STUDENTS: LANGUAGE LEARNING APPROACH**

The approach to language learning in the English Language Programs at Saint Michael's College is communicative in nature with a strong “skills development” base. Core classes deal with integrated skills in reading, writing, and grammar to help you develop language and proficiency in a rich context of situations and topics. Teachers help students build skills through individualized lab work. More informal and conversational topics are addressed in afternoon classes. Both morning and afternoon classes are developed to meet your academic, social and cultural needs and expectations.

In the lower levels comprehension precedes production. Oral skills and reading and writing are combined. Upper level classes use content-based instruction, with topics ranging from academic to professional to informal/conversational within the same program. Special topics classes allow students at the upper levels to choose courses with an “academic skills” orientation, courses with practical outcomes, or courses that are just plain fun. In all courses, a multi-media format is used when it is appropriate.

## **ENTERING SAINT MICHAEL'S COLLEGE**

There are two ways for international students to pursue an undergraduate degree at Saint Michael's College. First, if students receive a score of at least 550 (paper) or 79 (Internet based) on the TOEFL or an equivalent score on IELTS or Pearson's English Language Test and have demonstrated acceptable academic achievement, they may be considered for full-time admission to the undergraduate program. Second, for students who may need to improve their language skills, Saint Michael's offers the Academic English Program, which is described in this handbook. Students who demonstrate the required level of academic achievement and English proficiency while in the AEP will have the opportunity to apply for matriculation to the degree program.

## IEP LEVELS AND CLASSES

The IEP is divided into five levels:

IEP Level 2	Low Intermediate
IEP Level 3	Intermediate
IEP Level 4	High Intermediate
IEP Level 5/AEP Prep	Low Advanced

Class levels are occasionally combined.

IEP classes are divided into two components: *Core and Afternoon*.

### **Morning Class: Core**

The Core, which meets from 9:00am to 11:30am, constitutes the morning portion of the IEP. The components of the Core are *Reading, Writing, Vocabulary and Grammar*. One teacher is in charge of each Core class.

### **Afternoon Classes: Oral Skills and Special Topics**

The Oral Skills classes meet from 1:00pm to 3:00pm on Monday, Wednesday and Friday and provide practice in listening and speaking including pronunciation.

The Special Topics classes meet from 1:00pm to 3:30pm on Tuesday and Thursday and provide content-based courses which vary throughout the year. A wide variety of content courses are offered with each class typically focusing on an academic skill or cultural learning experience. Typical examples are listed below. (Not all of these courses are offered every session.)

#### **Examples of Special Topics:**

- **Academic**                      Academic Skills/TOEFL Preparation Grammar Workshop  
Vocabulary Workshop Creative Writing
- **Culture Learning**              American Culture Through Film Mock Trial  
Service Learning Current Events  
The Environment, Sustainability, and Lessons from the Garden  
Discover Vermont

# IEP DAILY SCHEDULE

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Monday through Friday

## CORE

**9:00 a.m. - 11:30 a.m.**

Reading, Writing, Vocabulary and Grammar  
(Including Lab)

**LUNCH 11:30 a.m.-12:45 p.m.**

Monday, Wednesday, Friday

Tuesday, Thursday

## ORAL SKILLS

**1:00-3:00 p.m.**

## SPECIAL TOPICS

**1:00-3:30 p.m.**

Wednesdays only

## International Coffee Hour

**3:15-4:15 p.m.**

St. Edmund's Lobby  
(attendance optional)

**NOTE: Schedule may vary in the summer.**

## **PLACEMENT**

Upon arrival at Saint Michael's College, new IEP students are tested to determine their placement at the appropriate level. Each of the four skills is tested (speaking, writing, reading, and listening) through a combination of a Writing Placement & Assessment test, Oral Skills Placement & Assessment interview, and the computer-based Versant English Placement Test.

### **Writing Placement & Assessment**

Students are given 30 minutes to read and respond to a prompt with a short opinion essay. Topics include culture, education, traditions, and travel, among other universal themes. Each completed essay is evaluated by no fewer than two IEP instructors according to a rubric.

### **Oral Skills Placement & Assessment**

Each student participates in a short (5-8 minute) personal interview conducted by no fewer than two IEP instructors. Students' speaking abilities are assessed by the instructors according to a rubric. Interviews are recorded (with the students' permission) in case further review is needed.

### ***Versant English Placement Test (VEPT)***

The VEPT is a specially designed test to evaluate proficiency levels in four skill areas: speaking, listening, reading, and writing and is used to place incoming students at the appropriate level. The test takes 50 minutes to complete and is fully automated. Detailed score reports are available within minutes using the **Versant** automated scoring system.

Score Reports include:

- An overall score and sub-skill scores - speaking, listening, reading, and writing.
- A detailed description of test takers' language capabilities.
- Suggestions for improvement.
- A comparison of test takers' scores to other spoken language tests such as the Common European Framework of Reference (CEFR)

## **GRADES**

Students are evaluated and receive grades at the end of every session. Because grades are based on achievement, it is important that students prepare for classes and tests and complete all class assignments.

Your teacher will provide a course outline with specific grading information at the beginning of the session. See the section titled "Academic Expectations for the English Language Program" for further information.

## **EXIT TESTING**

Every 8 weeks, students participate in the Writing Assessment and Oral Skills Interview to

assess their progress. Levels for continuing students may change based on a combination of these proficiency scores and their course grades.

**NOTE: These assessments are mandatory for all IEP students. If a student misses the assessment it will be impossible to attain the required total achievement score for advancement to a higher level.**

### **IEP ADVANCEMENT POLICY**

*Readiness to advance* to the next level in the IEP is determined by *successful completion* of each level. The criteria for *completing* each level successfully are described below.

#### **Levels 1-3: Successful completion of IEP levels 1-3**

- Accelerated Advancement: A small number of students may successfully complete a level and be ready to advance to a higher level after only one 8-week session. A Total Achievement Score (TAS) of 85 is required for this accelerated advancement along with proficiency scores equivalent to the next higher level on both the Writing Assessment and the Oral Skills Interview.
  - Completion of one 8-week session
  - Total Achievement Score (TAS) of 85 or higher
- Standard Advancement: Most students are expected to remain in the same level for two 8-week sessions. After two or more sessions at a level, the student is eligible for completion and/or promotion to the next level when a Total Achievement Score (TAS) of 80 or higher is achieved (see below for TAS calculation).
  - Completion of 16 weeks (2 sessions) at the same level
  - Total Achievement Score (TAS) of 80 or higher
- Slower Rate of Advancement: Students who do not achieve a TAS of 80 after 3 consecutive sessions at the same level will be counseled by the Faculty Advisor for International Students and/or the Director of English Language Programs as to possible reasons for their lack of progress and as to whether the SMC IEP is the best educational option for their success. Any student who is not able to achieve a TAS of 80 after four sessions at the same level may be dismissed from the program at the discretion of the Director of English Language Programs.
  - Completion of three 8-week sessions
  - Total Achievement Score (TAS) of 80 or higher

#### **TAS Calculation:**

- 65 percent of the TAS score comes from the student's grades in his/her classes (Core 30%, Oral Skills 20%, Special Topic 15%)
- 35 percent comes from a cumulative total of scores on the exit test tests, consisting of Writing Assessment (20%), Oral Skills Assessment (15%).

#### **Level 4: Successful completion of IEP level 4: (Same timeline criteria as above)**

- Standard Advancement
  - Completion of two 8-week sessions at the same level

- Total Achievement Score (TAS) of 80 or higher
- Academic Writing Assessment (AWA) score of “*AEP Prep Level*” or higher
- Accelerated Advancement
  - Completion of one 8-week session.
  - Total Achievement Score (TAS) of 85 or higher
  - Academic Writing Assessment (AWA) score of “*AEP Prep Level*” or higher

**Level 5/AEP Prep: Successful completion of IEP level 5 (AEP Prep):**

- Combined average grade of C, weighted as follows: Core at 50%, Oral Skills 25% and Content 25%
- No grade below C in any course

**COURSE SYLLABI (COURSE OUTLINES)**

During the first week of class, teachers will give students course syllabi (course outlines) to inform them about the teacher's office hours, objectives of the course, course requirements and evaluations of student performance. Students should make sure that they understand everything they must do to be successful. It is a good idea to keep the course syllabus in a notebook for future reference.

**TEXTBOOKS**

Students are expected to buy the textbooks for each class. They are available in the SMC Bookstore in Alliot Student Center. Students should buy them when the teacher advises, after they have attended the first class. Save the receipt, in case the books need to be exchanged. Your teacher may also recommend an English dictionary.

**COMPUTER ORIENTATION**

A computer orientation for using Mikenet accounts and e-mail is given when students enter the program. Ask your Core teacher if you need additional computer workshops. Visit the Information Technology Helpdesk in SE 220 for help. Their phone number is 654-2020.

**Technology**

Students may check out (borrow) laptop computers, headphones/microphones, iPads, and voice recorders from the IT Helpdesk in SE220.

**COLLEGE CREDIT**

Students may receive up to six credits for 16 or more weeks of study in the IEP. These credits may be applied as elective credit toward an undergraduate degree program at Saint Michael's College.

## UNDERGRADUATE TUITION CREDIT

The English language Programs tuition credit is to help non-native speakers of English reduce the cost of an education at Saint Michael's. Saint Michael's will award students who complete our English- language pathway programs an annual scholarship of \$5,000 should they matriculate into the undergraduate program.

This, in effect, allows students to study English as a Second Language "tuition-free" for two semesters prior to enrolling in our undergraduate program.

## ACADEMIC EXPECTATIONS FOR THE IEP

**Minimum Attendance Requirement to Maintain Student Visa Status.** In order to maintain full- time student status in the Intensive English Program and therefore remain in good standing for a student visa, an attendance rate of 80 percent or higher in all classes is absolutely required. An attendance rate of less than 80 percent is considered out of status. **No excuses will be accepted: Absences for illness or any other reason will be counted.**

If a student falls below the 80 percent attendance level at the end of a session, the student will be placed on Attendance Probation. An **Attendance Probation Form** will be issued to the student with a copy to the Faculty Advisor to International Students (FAIS). The student must meet with the FAIS for attendance counseling and have his form signed. The student must present the signed form to the teacher to be admitted back to class. The form will then be returned to the Administrative Assistant and placed in the student's file. **If the student falls below the 80 percent minimum attendance level during any subsequent session, he or she will be dismissed from the program at the end of the session and not allowed to re-enroll.**

### Being on Time

Classes begin promptly at the scheduled time, and students are expected to be in class and ready to work at that time. Being late 3 times will be counted as an absence.

### Steps to Take for Absence Due to Illness

Absence requires a student to do the following:

- Contact your teacher by phone or email.
- Get the class assignments from teachers or classmates and do the homework for the next day.
- Immediately arrange a time with teachers to make up any missed class work.

If a student is very ill, s/he should go to Health Services in the basement of Alumni Hall. Summer hours for Health Services will be announced at the beginning of the session. During the summer, students can visit the University of Vermont Urgent Care (across the street from campus) in case of serious illness or injury.

## HOMEWORK

Homework is an important part of your English program. In addition to the five hours of class work each day, you are expected to spend approximately two additional hours a day on out-of-class assignments (exercises, reading, etc.). Homework is assigned to give you more practice with the language outside of class. Homework should be prepared carefully and completed on time. It is important to submit all assignments on the date specified by the teacher.

## **PERFORMANCE EXPECTATIONS FOR THE IEP**

The following is a summary of the academic expectations that all Intensive English Program students must follow.

- Attend all classes regularly
- Complete all class assignments
- Make academic progress (quiz grades, test grades)
- Bring books, materials, and homework to class
- Arrive on time for class
- Participate in class
- Be alert in class
- Use only English

### **ATTENDENCE POLICY – All forms are at the end of this document.**

Regular attendance in all classes is a requirement of the Intensive English Program and the first of the Academic Expectations listed above. In order to make academic progress and to maintain student visa status (\*details below), students must be in class and take advantage of classroom interaction. Missing class too often may result in difficulty completing assigned work and grades may suffer. In order to help students maintain academic success, teachers will keep careful records of attendance.

#### **Frequent Absences**

If a student reaches 3 absences in a Core class or 2 absences in an Oral Skills or Special Topics class, they will be issued a [Student Academic/Attendance Warning](#) form resulting in a meeting with the FAIS to remind him/her of the attendance policy of this program. The warning must be signed before returning to the class. The warning will become part of the student's record.

#### **Attendance Probation**

At the end of a session, if a student has fallen below the required 80% attendance level they will be placed on Attendance Probation. An [Attendance Probation Form](#) will be issued to the student by the Program Director and signed by the FAIS and the student. The warning becomes part of the student's record.

**If the student falls below the 80 percent minimum attendance level during any subsequent session, he or she will be dismissed from the program at the end of the session and not allowed to re-enroll.**

#### **\*Minimum Attendance Requirement to Maintain Student Visa Status**

In order to maintain student status in the Intensive English Program and therefore qualify for a student visa, an attendance rate of 80 percent or higher in Core, Oral Skills, and Special Topics classes is absolutely required. An attendance rate of less than 80 percent in any type of class is considered out of status. No excuses will be accepted: Absences for illness or any other reason will be counted.

**Being on Time:** Classes begin promptly at the scheduled time, and students are expected to be in class and ready to work at that time. Tardiness may result in being marked absent.

Steps to Take for Absence Due to Illness: Absence requires a student to do the following:

- Call the ALD office at 654-2300 or email your teacher and the ELP Administrative Coordinator, [mclark@smcvt.edu](mailto:mclark@smcvt.edu).
- Get the class assignments from teachers or classmates and do the homework for the next day.
- Arrange a time with teachers to take any missed tests.

If a student is very ill, he/she should go to the Wellness Center in Bergeron Hall. Summer hours for the Wellness Center will be announced at the beginning of the session. During the summer, students can use Fletcher Allen Hospital in case of serious illness.

## ACADEMIC PROGRESS

It is expected that students will make academic progress throughout each session. Progress is measured by the student's ability to complete all assignments, arrive to class on time and prepared with the necessary books, materials, and homework, participate in class, and maintain an **average grade of 70% or above**.

### Academic Performance Issues

If a student's grade falls below a 70% at any time during the session, s/he will be issued a **Student Academic/Attendance Warning** resulting in a meeting with the FAIS to remind him/her of the academic expectations of this program. The warning must be signed before returning to the class. The warning will become part of the student's record.

### Academic Probation

**Failing a session:** If a student fails a *session* (Total Achievement Score < 60%), s/he will be placed on **Academic Probation**. At the start of the new session, the student will receive an **Academic Probation Warning** form and be advised by the Program Director that s/he must achieve a final TAS of 60% or higher during the probation period in order to continue in the program. Students will be reminded that they are expected to advance after four (4) sessions in order to remain in the program.

**Failure to advance:** If a student fails to advance after three consecutive sessions (24 weeks), s/he will be placed on **Academic Probation**. At the end of a session, the student will receive an **Academic Probation Warning** form and be advised by the Program Director that s/he **MUST** advance to the next level after the 4th consecutive session in order to continue in the program.

## Saint Michael's College Intensive English Program (IEP) Reporting Procedures for Student Academic or Attendance Warnings and Probation Forms

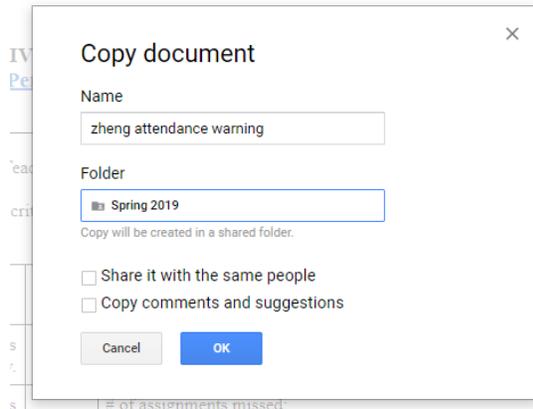
### Warnings

\*There is one warning form (**Student Academic/Attendance Warning**) that functions

as both the Academic Performance Warning and the Attendance and Probation Warning.

**Instructions for downloading and saving the form:**

1. Click to Open the form [Student Academic/Attendance Warning](#)
2. Make a copy of the form (File / Make a Copy)
3. Rename the form using the student's last name and title of warning. (zhang attendance warning) and save it in the [Warning folder](#).



4. Complete the form.
5. Email a link to the Faculty Advisor of International Students and cc the Program Director.

## Academic and Attendance Warning Reporting Procedures

1. Instructor makes a copy, then completes the [Student Academic/Attendance Warning](#) and emails link to the ELP Director and Faculty Advisor to International Students (FAIS).
2. FAIS prints the warning and schedules a meeting with the student to remind him/her of the policy. The student should sign the warning before s/he is able to return to class.
3. Student presents the completed form to the instructor in order to be readmitted to class.

### *Probation Forms:*

**End of session:** Program Director completes [Academic Probation Forms](#) and [Attendance Probation Forms](#) for all students failing to meet the academic or attendance standards. Forms are saved according to the above instructions.

**Beginning of probationary session:** Program Director meets with the student and notifies them of their probationary status. During this meeting, the student is issued a printed copy of the Probation Form for signatures (PD and student) and told that they must meet the standards according to the [IEP Policy](#) (depending on reason for probation) in order to continue in the program.

**End of probationary session:** Program Director checks student performance or attendance on the TAS spreadsheet and notifies student of their status.

### **SMC AND ELP POLICY ON ACADEMIC INTEGRITY**

(Adapted from the SMC website: <http://www.smcvt.edu/On-Campus/Offices-and-Services/Academic-Affairs/Academic-Integrity-Policy.aspx>)

Simply expressed, academic integrity requires that one's work be one's own. Every member of the College community — students, faculty and administrators—has the responsibility to ensure that the highest standards of academic integrity are maintained. To achieve this end the College has established policies and procedures regarding breaches in academic integrity.

#### **Offenses Against Academic Integrity**

The following are the five categories SMC has defined as offenses against academic integrity.

1. **Plagiarism** - "Presenting another person's ideas as one's own, by directly quoting or indirectly paraphrasing, without properly citing the original source. This includes inadvertent failure to properly acknowledge sources."

When using ideas, arguments, and/or data from other sources, the student must clearly define the sources using appropriate quotations and citations. Plagiarism may occur even when not using the exact words of another author. Paraphrasing a section of an article or book without the proper attribution is considered plagiarism. A student should ask his/her professor if there is any question about the proper use and citation of material from other sources.

Compositions, term papers, or computer programs acquired either in part or in whole from other students, the Internet, commercial or any other source and submitted as one's own work shall be considered plagiarism. If the work contains the thoughts or words of others, and the student inadvertently fails to acknowledge the source(s), this action is considered plagiarism. Plagiarism applies to printed sources, electronic/magnetic sources, video/audio sources, CD-ROM and material obtained through network sources, including e-mail.

2. **Unauthorized Assistance** - "Giving or receiving assistance during an examination or in the preparation of other assignments without the authorization of the instructor."

There are many possible instances of unauthorized assistance. Using crib sheets or unauthorized notes during an exam is prohibited unless the professor provides explicit permission. Copying from another individual's examination or providing information to another student during an examination is a breach of academic integrity. Soliciting, obtaining, possessing, or providing to another person an examination prior to the administration of the exam is prohibited.

Take-home exams, papers, and other outside work, such as computer assignments,

are the sole responsibility of the individual student. Certainly the above regulations do not prohibit group study sessions and consultation with other students to clarify points under study. In certain instances a professor may permit and even encourage students to work together on certain projects. This is generally not the case when the work is represented as the student's own effort. If the students have any questions they should ask the professor to provide clear guidelines regarding what assistance is authorized.

3. **Interference** - "Interfering with the work of any other member of the College community by:
- (a) compromising academic materials (laboratory reports, papers, presentations, etc.) or
  - (b) infringing on the fair and equal access of all to the academic resources of the College."

Any action that limits another student's access to the academic resources of the College or modifies their work is considered interference. For example, the unauthorized removal of library material is forbidden. Any tampering with a fellow student's lab work or other academic work is a breach of academic integrity.

4. **Interference Using Information Technology** - "Interfering with the work of any other member of the College by using information technology to:
- (a) alter another person's files, reports or data;
  - (b) compromise data housed in the College's academic information systems; or
  - (c) engage in any unauthorized access to computer material whether on a College system, on a personal device located at the College, or over the Internet using College systems."

Any form of computer cracking (i.e., obtaining access to computer data of any sort without authorization) is a violation of academic integrity. This includes stealing or decoding passwords, destroying or modifying data, or reading another person's files (including e-mail). In addition, any dissemination of computer-generated material such as viruses or spam, as well as preventing legitimate access to information via technology, are violations of this policy.

5. **Multiple Submissions** - "Submitting the same academic work to fulfill the requirements for more than one course without authorization of all instructors involved."

It is clear that submitting the same paper for more than one course is a breach of academic integrity. There may be instances where a student may want to extend the research completed on a different project. In these cases, the student must obtain the explicit permission of the professors involved.

### **IEP Sanctions for Violations of Academic Integrity**

When an offense occurs in an IEP course, the instructor will determine the specific sanctions imposed for each offense. These sanctions include, but are not limited to:

- (a) repeating the assignment with a reduction in grade for the assignment;
- (b) failure for the specific assignment;
- (c) a reduction in the student's grade for the course;
- (d) failure for the course;
- (e) dismissal from the course.

In addition, the instructor will issue a Performance Warning Form, which will require the student to discuss the matter with the Faculty Advisor to International Students (FAIS). A copy of this form will be kept with the student's records. Multiple instances of offenses against academic integrity may result in the student's dismissal from the program.

### **Sanctions for AEP and Undergraduate Students**

Saint Michael's College has detailed policies and procedures in place for dealing with offenses against academic integrity. See the link below for the full text on these procedures: ([http://www.smcvt.edu/On-Campus/Offices-and-Services/Academic-Affairs/Academic-Integrity- Policy.aspx](http://www.smcvt.edu/On-Campus/Offices-and-Services/Academic-Affairs/Academic-Integrity-Policy.aspx))

### **IEP/AEP/SMC Policy for Snow (or other weather events)**

Saint Michael's College is a residential campus, so classes are rarely cancelled for snow or other weather events. Faculty will notify students about cancellations through Canvas or SMC email. Assignments will be made in Canvas.

# **ACADEMIC ENGLISH PROGRAM**

**AEP students are subject to the same policies as SMC undergraduate students.**

## **MISSION STATEMENT OF THE AEP**

*The mission of the Academic English Program (AEP) is to provide the highest quality of English language instruction for academic purposes to students of higher levels of English proficiency. The credit-bearing undergraduate coursework offered by the AEP integrates international students into Saint Michael's College undergraduate and graduate courses. Students who complete this program are prepared to meet the academic and cultural expectations of U.S. institutions of higher learning.*

## **WHAT IS THE AEP?**

The AEP is a credit-bearing academic preparation program consisting of coursework in English and other subjects for international students whose goals include further academic work in English. AEP students take both academic English and academic-content courses, and receive **university credit** in each of the levels they complete. Upon completion of two levels, students have enough credits to be considered second-year university students, or “sophomores.” Students who want to pursue an undergraduate degree at Saint Michael's College may apply for admission to the College at the same time that they apply to the AEP. Credits earned in the AEP at Saint Michael's College may also be applied to degree programs at other U.S. colleges or universities. Course work taken in the AEP satisfies the Saint Michael's core curriculum requirements for all undergraduates. The AEP also provides coursework for students, professionals and others who wish to improve their English for academic, professional, and business purposes, even if they do not plan to continue in a degree program later.

Students may enter the program at any level and may skip levels depending on their progress. Students who score below the minimum score on their language test will start in the Intensive English Program and transfer to the AEP when they are ready. Sessions are available throughout the year, including most summers.

Students who complete the AEP and transfer into the Bachelor's degree program at Saint Michael's College will receive a minimum **scholarship of \$8,000/year or more**. All undergraduate scholarships are renewed automatically each year for students in good academic standing.

## **HOW IS THE AEP DIFFERENT FROM AN INTENSIVE PROGRAM?**

The AEP offers academic credit that can be applied to an undergraduate degree program at Saint Michael's College or may be transferred to other colleges.

The AEP offers a unique opportunity for focused learning in an academic and professional atmosphere at a U.S. college where students can refine all English skills as they study in undergraduate courses.

Each level of the AEP takes one semester to complete. The AEP is generally equivalent to

the first one or two semesters of the freshman year of university study.

### **WHAT ARE THE REQUIREMENTS FOR ADMISSION TO THE AEP?**

Students applying to the AEP from outside the College:

- Completion of an application form (last page of this booklet)
- Official transcripts showing completion of secondary school and evidence of scholastic performance in secondary school subjects to warrant admission to undergraduate courses at Saint Michael's
- Evidence of English proficiency ability sufficient to allow the student to succeed in academic courses in which instruction is given in English by native speakers:
  - TOEFL ITP score of 500 (61 iBT) or 5.5 IELTS
  - Test scores required for admission to the AEP (Academic Writing Assessment, AWA);

Students entering from the Intensive English Program at Saint Michael's College:

- Completion of an application form
- Completion of the AEP Prep (Academic Preparation Class)
- Combined average grade of C and no grade below C in three courses in AEP Prep, weighted as follows: Core at 50%, Oral Skills and Content at 25% each

### **THE ACADEMIC ENGLISH PROGRAM PATHWAY: DESCRIPTION AND REQUIREMENTS**

- **ACADEMIC ENGLISH PROGRAM PREPARATION (AEP Prep)/IEP Level 5** (12 academic credits for full semester; *credit for the program – not based on class*)

Requirements to enter AEP Prep/IEP Level 5:

- Total Achievement Score (TAS) of 80% or higher
- Academic Writing Assessment (AWA) score for AEP Prep or higher

This level transitions the student from ESL to academic content classrooms with the following subjects and courses:

1. An introductory **academic Content** course (5 hours/week)

In this course students will gain experience studying academic subjects just as they would in a US-American classroom, thus bridging the ESL and academic content classrooms.

Two 8-week courses designed by ALD faculty introduce students to undergraduate coursework in a sheltered setting.

2. A **CORE** class in *Academic Writing & Grammar, Academic Reading & Vocabulary* (12.5 hours/week)

This course is designed to build skills directly related to the subject matter in the content course.

3. An **Oral Skills** course in *Listening and Speaking*

This course is also designed to build skills directly related to the subject matter in the content course.

AEP Prep students may be eligible to skip a level, e.g. advancing from AEP Prep to AEP I, if they have the appropriate TOEFL and AWA scores for that level, along with teacher recommendations.

- **AEP LEVEL 1**

Level I is open to students whose language proficiency indicates a need for more extensive work in language and study skills development. Level I students take ENG 100: College Reading and Writing; ENG 105: Advanced Grammar for Writing, ENG 106: Academic Oral Communication Skills, and one undergraduate course that is supported by all three academic English courses. The scores required for admission into Level I are as follows:

Students entering from the Intensive English Program at Saint Michael's:

- Combined average grade of C and no grade below C in three courses in AEP Prep, weighted as follows: Core at 50%, Oral Skills and Content at 25% each
- Teacher recommendations

External applicants:

- Academic Writing Assessment (AWA); TOEFL 500 (paper-based) or iBT 61 or IELTS 5.5

Successful completion of Level I AEP program is defined as passing grades in all courses with no grades lower than C (not C-) in the language-skills courses (ENG100, ENG105, ENG106). If a student does not successfully pass either ENG100 or ENG106, that course must be repeated along with the selected co-op content course regardless of the student's grade in the content course already taken. In addition, ENG104, Advanced College Writing, may not be taken until the student has successfully completed ENG100. A student may repeat a course one time only. **If the student fails to achieve a satisfactory grade the second time in a course, the student may be dismissed from the program.**

- **AEP LEVEL 2: DESCRIPTION AND REQUIREMENTS**

Level II is open to students with advanced language proficiency that would allow them to take regular undergraduate courses along with ENG 102, Introduction to Literature, and ENG 104, Advanced College Writing. The scores required for admission into Level II are:

- Academic Writing Assessment (AWA)—AEP II placement
- TOEFL 530 (paper-based) or iBT 71 or IELTS 6.0

Successful completion of the Level II AEP program is defined as passing grades in all courses with no grades lower than C (not C-) in the language-skills courses (ENG102, ENG104). If a student does not successfully pass either ENG102 or ENG104, that course must be repeated. The student will no longer be eligible for matriculation at the end of that semester and will be in the status of a Special Student at the beginning of and for the duration of the next semester. A student may repeat an ENG language course one time only. **If the student fails to achieve a satisfactory grade the second time in an ENG course, the student may be dismissed from the program.**

## LANGUAGE PROFICIENCY REQUIREMENTS FOR ADMISSION TO SAINT MICHAEL'S UNDERGRADUATE PROGRAM

Saint Michael's College language proficiency score requirement for admission to the undergraduate program is at least 550 (paper-based) or 79 (Internet-based) on the TOEFL or equivalent scores on other proficiency tests accepted by the Saint Michael's College Admissions Office (see table).

Students with an acceptable proficiency score and a record of completion with satisfactory academic performance in secondary school may be admitted directly to Saint Michael's College. Students with a score lower than the minimum proficiency score who have completed secondary school with satisfactory academic performance may be admitted conditionally to Saint Michael's College, pending successful completion of AEP course work.

### Minimum Test Scores for Admission to Saint Michael's

Test	Undergraduate Programs*	Master's Programs*	AEP2	AEP1	AEP Prep	IEP
TOEFL ITP (paper-based)	550	550	530	500	470	Not required
iBT TOEFL	79	79	71	61	52	Not required
IELTS	6.5	6.5	6.0	5.5	5.5	Not required
PTE A	54	54	47	42	40	Not required

### WHAT COURSES ARE TAKEN IN THE AEP PATHWAY PROGRAM?

- **AEP PREP/IEP LEVEL 5**

[23.5 CLASSROOM HOURS PER WEEK]

ENG 510: Academic Writing & Grammar, Academic Reading &

Vocabulary ENG 520: Oral Skills

ENG 599: Academic English Program Prep Content Course (5 hours per week)

AEP Content Courses focus on various topics, but they are all similar in their emphasis on discussion, their use of a central text, and their extensive use of writing. Topics encourage examination of large questions, have an interdisciplinary dimension, and provoke reflection on diversity. Reading materials for the content course include one main book, supplemented by academic and non-academic articles. Students will read 300-450 pages per term. Courses require frequent writing, at least once a week. This includes: Various kinds of informal writing designed to encourage active reading and discussion (e.g., freewriting, journals, reading questions or

summaries, commentaries, annotations, question-and-response). Preparatory stages of writing for formal papers (e.g., topic-generating exercises, reading notes, proposals, outlines, drafts). Formal papers: a minimum of 3, totaling 10-20 pages. Formal papers must include at least one analytical/persuasive essay, but may also include other prose forms.

Students take two eight week content courses per semester.

**Sample AEP Prep/IEP 5 Content course:**

Theme: Comparative culture and economics Text: Boomerang by Michael Lewis

Big questions:

How does the culture of different countries affect economic conditions and policy? What do economists say about fiscal policies (i.e. austerity v. stimulus)?

How has investing changed in the last 20 years, and how is it likely to change in the future?

- **AEP LEVEL 1 REQUIRED ENGLISH COURSES**

[14 classroom hours per academic semester]

**ENG 100—Academic Reading and Writing** (full course)

This course supports international students in the development of academic skills in reading and writing in conjunction with an undergraduate cooperative course chosen from regular course listings in the Saint Michael's College Catalogue. Students will apply principles of composition as well as critical reading skills and strategies with attention to academic discourse styles and vocabulary. Basic research skills and other aspects of academic orientation to written texts are also addressed.

**ENG 105—Advanced Grammar for Writing** (full course)

This course examines English grammar necessary for college writing. Students will broaden their knowledge of English grammar and improve their abilities to produce accurate English at both the sentence and discourse level. Students will (1) identify grammatical constructions in their own and others' writing; (2) be able to articulate meanings associated with those constructions; (3) improve their ability to produce accurate English using appropriate constructions; (4) improve their ability to write effectively under time pressure; and (5) sharpen their proofreading and editing skills.

**ENG 106—Academic Oral Communication Skills** (half course with extended class time)

This course supports international students in the development of academic skills in listening and speaking in conjunction with an undergraduate cooperative course chosen from regular course listings in the Saint Michael's College Catalogue. Students learn effective strategies for taking notes on lectures and videos, understanding vocabulary, preparing for tests, and researching topics. The students improve their speaking skills through learning about tools for effective presentations, preparing formal individual and/or group presentations with visual aids, and participating in class discussions. As members of a team, students learn about group dynamics and effective teamwork by collaborating on projects with undergraduate native English speakers.

**COOPERATIVE COURSES OFFERED FOR LEVEL I STUDENTS**

Students must take a Cooperative Course, an undergraduate course (full course). The cooperative course is designed to help international students enhance academic skills for undergraduate coursework. The course is chosen from regular course listings in the Saint Michael's College Catalogue and taught by an undergraduate faculty member.

*Examples of Cooperative Courses:* Managerial Ethics, Human Nutrition, Intercultural Communication, Cultural Anthropology

- **AEP LEVEL 2 COURSES REQUIRED ENGLISH COURSES [2 full**

**courses] ENG 102 - Introduction to Literature** (full course)

Through the reading and analysis of selected pieces of fiction, poetry, drama, essay and biography, students are introduced to the principles of literary analysis and appreciation. The selections are treated with an eye to the cultural backgrounds and understanding of the students. (This course meets the core curriculum requirements of Saint Michael's College.)

**ENG 104 - Advanced College Writing** (full course)

The purpose of Advanced College Writing for international students is to help students improve their reasoning and writing skills, especially writing for academic purposes. Text material is read and analyzed for content and purpose as well as for the rhetorical patterns of English. Attention to specific writing tasks, advanced grammar and persistent linguistic problem areas will receive class attention. A research paper with a formal oral presentation is the final course project.

**OTHER ACADEMIC COURSES TAKEN FOR CREDIT**

[2 full courses]

Courses taken from other academic departments will be selected from the Undergraduate Class Schedule. Selections will be made in consultation with the Faculty Advisor to International Students (FAIS). In most cases, courses selected will be 100 or 200 level courses.

**WHAT HAPPENS AFTER THE AEP IS COMPLETED?**

A student who has completed Level II of the AEP is eligible to apply for matriculation as an undergraduate student of Saint Michael's College if the following criteria have been met:

1. The student was enrolled in four (four-credit) courses in the AEP II semester.
2. The student earned no grade of F in the AEP II semester.
3. All required English (ENG) courses in both levels of the AEP taken by the students were completed with a grade of "C" or better (not C-).
4. The student earned a minimum 2.0 grade point average in the AEP II semester, and the average of all courses taken in the AEP (the cumulative average) is also 2.0 or higher.
5. The student has completed secondary school and submitted documentation of this in the form of academic records.

NOTE: If a student completes AEP II in the summer and is not able to take four four-credit courses, s/he will be eligible for matriculation at the end of the following semester (fall) under the conditions above.

A student who is admitted to the undergraduate program at Saint Michael's College will register for the next semester with the Faculty Advisor to International Students (FAIS) or an assigned academic advisor.

A student who meets the criteria listed and who wishes to continue at Saint Michael's College without formal matriculation may continue enrollment as a Special Student.

Students who have been conditionally admitted to Saint Michael's College but have not met the criteria of successful completion may continue at Saint Michael's College in a "Special Student" status, under the advisement of the Faculty Advisor to International Students (FAIS). A Special Student with lower than a 2.0 grade point average is placed on academic probation.

If a Special Student's cumulative grade point average is **not** increasing toward the required minimum of 2.0 at the end of one academic semester beyond the AEP, the student may be allowed to continue under academic probation. The student will be notified in writing by the ELP Director that s/he has one final semester to improve the cumulative average. If the student's cumulative average does not improve, the student will not be allowed to continue at Saint Michael's College.

Non-matriculated international students in AEP I and II as well as Special Students will be evaluated by an Applied Linguistics Academic Review Board (ALARB) at the end of each semester and summer session. Board membership will include the Chair of the Applied Linguistics Department, the Director of English Language Programs, and the Faculty Advisor to International Students. The ALARB will make recommendations to the Associate Dean of the College: admit to undergraduate status, continue in good standing, continue on probation, or dismiss.

A student who transfers to another institution after completing the AEP or semester(s) as a Special Student may be able to transfer some of the credits earned in the Academic English Program and Special Student semester(s) to the other institution. The decision on whether or not transfer credit is granted is made by the institution that the student is transferring to. A student interested in transferring credit to another institution should discuss this possibility with the institution s/he is transferring to.

# MAKING THE MOST OUT OF YOUR EXPERIENCE

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## **SPECIAL NOTE**

International students are encouraged to speak English as much as possible. If you speak your native language outside of class, it will be more difficult for you to learn and use English effectively. We also encourage you to listen to the news regularly and watch TV and movies.

Your in-class study program is an important part of learning English. However, it is not the only factor that will contribute to your progress in English. Research has shown that improvements in English proficiency are highly related to the time that students spend on learning English *independently*. This includes time spent in the lab doing extra listening, pronunciation or vocabulary exercises, and very importantly, time spent watching TV, listening to the radio, (Saint Michael's radio station is WWPV, 88.7 FM) reading the daily newspaper, and practicing English outside of class by talking and listening to native speakers of English.

The following suggestions are particularly suitable to learning English outside the classroom and will greatly contribute to your awareness and understanding of current world issues. At the same time, these suggestions will help increase your ability to participate in discussions in and out of class.

## **VOCABULARY**

Learning new words is an important part of your study of English. You should use a part of your notebook for writing down new words or phrases that you learn outside of class (for example, in a book or magazine, on TV or radio, or in a conversation).

## **INDEPENDENT LISTENING PRACTICE**

In addition to movies, sitcoms (situation comedies on TV), and soap operas, which are excellent ways to learn about American culture, slang, and humor, you should watch news programs that deal with current domestic and international issues. Besides music, you should listen to radio news broadcasts and other news programs that analyze current domestic and world issues.

## **RADIO AND TV PROGRAMS ON THE INTERNET**

Nearly all news programs are available on the Internet free of charge and at your convenience. Check the websites below for various news programs.

- **ABC** – [www.abcnews.go.com/video](http://www.abcnews.go.com/video)
- **BBC** – [www.bbc.co.uk/news/video\\_and\\_audio](http://www.bbc.co.uk/news/video_and_audio)
- **CBS** - [www.cbsnews.com/video](http://www.cbsnews.com/video)
- **CNN** – [www.cnn.com/video](http://www.cnn.com/video)

- **FOX** – [www.video.foxnews.com](http://www.video.foxnews.com)
- **NPR** – [www.npr.org](http://www.npr.org)
- **Reuters** – [www.reuters.com/news/video](http://www.reuters.com/news/video)

## SAFETY ONLINE

Email, chat rooms, instant messaging, blogs, and social networking sites like Twitter and Facebook are great. They can help you meet and communicate with people all over the world. You can make new friends, but you might also meet some people who can be dangerous to you, who steal your identity, or damage your computer. The U.S. Bureau of Consumer Protection offers these suggestions to help you be safe online:

- Think about how different online sites work before deciding to join a site. Some sites will allow only a defined community of users to see posted information such as profiles, blogs, and photos; others allow anyone and everyone to see everything.
- Keep some control over the information you post. Allow only certain groups of people to see what you post, for example, your friends from school, your club, your team, your community groups, or your family.
- Keep your information private. Don't post your full name, Social Security number, address, phone number, or bank and credit card account numbers — and don't post other people's information, either. Be careful about posting information that could be used to identify you or locate you offline. This could include the name of your school, sports team, clubs, and where you work or meet friends.
- Make sure your screen name doesn't say too much about you. Don't use your name, your age, or your hometown. It can be very easy for someone to look at all the information from your site together and learn who you are.
- Be careful what you post. Many people can see your page, including your parents, your teachers, the police, the college you might want to apply to next year, or the job you might want to apply for in five years.
- Remember that once you post information online, you can't really remove it completely. Even if you delete the information from a site, older versions exist on other people's computers.
- Do you really want to post your photo? It can be changed and broadcast in ways you may not like. If you do post a photo, choose it carefully. What would your family think about this photo?
- Flirting with strangers online could be dangerous. Because some people lie about who they really are, you never really know who you are chatting with.
- Be careful if a new online friend wants to meet you in person. Before you decide to meet someone, do your research: Ask whether any of your friends know the person, and see what background you can find through Google or other online search engines. If you decide to meet a new online friend, meet in a public place, such as a coffee shop, during the day, and bring a friend you trust with you. Tell someone where you are going and when you plan to return home.
- If a situation online makes you feel uncomfortable or afraid, tell someone who can help you. Maybe you should report it to the police and the social networking site. You could end up preventing someone else from becoming a victim.

## **MAKING RECORDINGS**

For any kind of listening activity (TV, radio, lectures, etc.) it is a good idea to make audio and/or video recordings of the activity for later review.

## **EXTRA SPEAKING PRACTICE "I Speak English"**

The best way to practice your English and the only way to improve your *fluency* in English is to speak English with your classmates, with your teachers, and with American or international undergraduate and graduate students outside of the classroom. Although it may seem unnatural to you at first to speak English with a person from your own country, if you continue the effort, you won't believe the amazing results!

### **Conversation Partners**

Many students come to the Applied Linguistics Department to improve their fluency and pronunciation. Although class activities provide you with some of the vocabulary and strategies you need in daily communication, you are strongly encouraged to practice English outside of the classroom.

Our *Conversation Partners* program can help you find a native English-speaking partner. This is a great opportunity to practice your English while at the same time learning about American customs, life styles, issues, etc. Please let your teacher or the ELP Graduate Assistant know if you are interested in participating. *Note: Conversation Partners may not be available during the summer when the U.S. students are on vacation.*

### **ENGLISH LAB/Tutoring**

It is possible to set up special English Lab or tutoring sessions for reading, speaking, writing, listening, or grammar practice outside of class with graduate students in the ALD, who are in the Master's program to teach English as a second language (MATESOL). If you are interested in this, please inform your teacher or the ELP Graduate Assistant.

## **INDEPENDENT READING PRACTICE**

Your reading skills will improve through class instruction, through the reading materials in the Reading Lab and through the Extensive Readers that you choose to read. However, most of these materials are simplified for learners of English. While these materials are necessary for making progress in English reading, they are not enough.

In order to improve your proficiency in English significantly, you need to make a habit of reading non- simplified (authentic) materials outside of class every day. Newspapers or magazines are the best source. For beginning to intermediate learners of English, the local newspaper (*The Burlington Free Press*) is good. For more advanced learners, *The New York Times*, *The Boston Globe*, *Newsweek*, or *Time* magazine are appropriate. If you are interested in business, the *Wall Street Journal*, *Business Week*, and the business section of *The New York Times* will provide much reading material.

# EXTRA-CURRICULAR ACTIVITIES

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## THE ELP ACTIVITIES OFFICE

Extracurricular activities are an important part of the English Language Programs at Saint Michael's. The Coordinator for International Student Services (STE 119) plans a wide variety of extracurricular and recreational activities throughout the year. The activities are announced via email, and are posted on the ELP Activities Bulletin Board, across from STE 111.

### Coffee Hour

Join us for coffee and refreshments at International Coffee Hour each Wednesday from 3:15pm to 4:15pm in the St. Ed's Lobby. This is a good opportunity for IEP students to meet other ELP students, SMC students, faculty, and staff, and is a perfect time to practice your English skills.

### Field Trips

The ELP Activities Office offers optional field trips, including day trips to Boston and Montreal throughout the year. Check the ELP Activities Bulletin Board (across from STE 111) for information.

## VISITING BURLINGTON

Saint Michael's is just a few minutes away from downtown Burlington. You may catch a local bus to Burlington from the Saint Michael's bus stop near the McCarthy Arts Center. Full-time students in the English Language Programs may use the bus for free. Your photo I.D. card serves as your bus pass.

### Bus Schedules

Bus schedules for the local Chittenden County Transportation Authority (CCTA) buses are available from the Coordinator for International Student Services as well as online at <http://ridegmt.com/gmt-schedules/>.

# ISSUES AND CONCERNS

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## EMERGENCIES

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### **On-Campus Emergency**

Call Telephone & Dispatch Services by dialing 2911 from any campus phone or pick up an emergency phone; no dialing is necessary.

To report an emergency of any kind, provide the following information to the dispatcher:

#### **Name, Location and Type of Emergency**

Stay on the line until all pertinent information is clearly understood. The dispatcher has direct radio contact with Public Safety, Fire & Rescue agencies, and can provide immediate response to any emergency.

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### **Off-Campus Emergency -- Dial 911**

**To reach Public Safety off-campus – Dial 654-2000**

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## **WHAT DO I DO IF I HAVE A PROBLEM OR CONCERN?**

### **Housing Concerns**

If you have any questions or problems about your housing assignment contact the Assistant Director, Center for Multicultural Affairs & Services in Alliot Student Center, Room 223 (x2247).

### **Classroom and Homework Concerns**

If you have a problem or concern with your coursework, please see your teacher for help. If you have a concern regarding your teacher, please see the ELP Director for assistance.

### **Class Changes and Other Program Issues**

If you have a concern about your placement (if you think your class level is too high or too low) please notify your teacher. If necessary, your teacher may ask you to go to the ALD Office for a Class Change form. Fill out the form and return it in at the ELP Administrative Assistant. The Program Director will consider your request and notify you and your teacher about the decision.

If you have any other concerns about the program, please go directly to the ELP Director.

### **Student Complaints**

The following procedure is in place to expedite any complaints that students in English Language Programs would like to address. Here is a description of who can best help you with your complaint.

<i>Nature of Complaint</i>	<i>Person who can help you</i>
<b>Academic or class issues</b> Placement in academic classes Any issue related to your academic program (classes, instructor, library)	Director of the ELP, STE 127
<b>Campus life</b> Housing, food plan, health services, insurance, roommates, library, parking, student activities, etc.	Coordinator for International Student Services, STE 119-B
<b>Immigration issues</b> Issues relating to visas or student status	International Student Advisor, STE 222A
<b>Financial Issues</b> Issues relating to payment or account status	Student Financial Services, Founder's Hall

To make a complaint and get a response, follow these steps:

- **It is always best to try to resolve your problem with the party who is responsible for your complaint.** For example, if you are unhappy with your instructor, please contact him/her and discuss the issue. If this does not bring you the desired results, continue with this procedure.
- Go to the ALD Office (STE 119) and ask the Administrative Coordinator for an *ELP Complaint Form*
- According to the nature of the complaint, as described above, fill out the *ELP Complaint Form* and return it to the Administrative Coordinator. If you need help filling out the form, the Administrative Assistant will assist you.
- The Administrative Coordinator will send your *ELP Complaint Form* to the appropriate person and you will be notified by SMC e-mail of the time and place of the appointment.
- Go to your appointment. If you feel that you have solved your problem, the person you are meeting with will write a letter that explains the problem and the solution and send it to you for approval. If you approve, the letter is then placed in your student file.

**OR**

- Go to your appointment. If you feel that you have not resolved your problem, you may request a hearing for your complaint with the Director of ELP. If your problem remains unresolved, you may go to the Dean of the College. Only in very special cases does the complaint go to this level.

# GENERAL CAMPUS INFORMATION

## **APPLIED LINGUISTICS DEPARTMENT**

*Saint Edmund's Hall, Room 119*

Monday-Friday 8:00am-4:30pm (CLOSED 12:00pm - 1:00pm)

654-2300

FAX 654-2595

## **SERVICE OFFICES**

**Information Technology (Help Desk)** - *Saint Edmund's Hall, Room 221*

654-2020

**Health Services** – *Bergeron Wellness Center*

654-2234

**Academic Year Hours (August – May):**

Monday –Friday 8:30 – 4:30

From mid-May to August, students can get limited care on campus or at the University of Vermont Urgent Care Center located across from our campus (802) 847-1170.

You will receive information at your student orientation about what to do if you are sick.

EMERGENCIES - dial "0" and give specific information to the operator.

**Personal Counseling** – *Bergeron Wellness Center* 654-2234

Monday-Friday 8:00am - 4:30pm (CLOSED 12:00PM - 1:00PM)

Counseling staff can provide students with supportive listening, problem solving, short-term therapy, and/or crisis management. Individual sessions are 50 minutes long. Call or visit their office to make an appointment.

**Student Financial Services** - *Joyce Hall*

654-2581

If you have any questions about your student account, please visit Student Financial Services. Students can make payments on their account at Student Financial Services.

**Public Safety** - *230 College Parkway, across from the south entrance of the college* 654-2374

Hours: 8:00am - 4:00pm Monday through Friday.

AT ANY OTHER TIME dial "0" and ask to have Public Safety paged. Officers are on duty 24 hours a day and can be reached at any time.

EMERGENCIES – dial 2911 or “0” (Switchboard) from any campus phone or pick up an emergency phone; no dialing is necessary. The Switchboard is staffed 24 hours a day, 7 days a week.

**Vehicle Registrations** - *Office of Public Safety, 230 College Parkway*

654-2374

Hours: Monday - Friday: 8:00am - 4:00pm

Students may apply for a campus parking permit online:

[www.smcvt.edu/On-Campus/Wellness-and-Safety/Public-Safety/Parking.aspx](http://www.smcvt.edu/On-Campus/Wellness-and-Safety/Public-Safety/Parking.aspx)

All posted rules must be followed. Vehicles parked in prohibited or unassigned areas will be ticketed and/or towed.

## STUDENT LIFE AND RESIDENTIAL INFORMATION

**Center for Multicultural Student Affairs & Services - Alliot Student Center, Rm 223** 654-2663

The Center reflects St. Michael's "commitment to a campus and a world that *values every human being*, and supports and celebrates each person's uniqueness, experiences and contributions." Various campus programs, services, and clubs are organized and supported by the Center.

**Center for Women & Gender - 26 College Parkway** 654-2667

The Center for Women & Gender aims to promote awareness and activism around women's and gender equity issues by educating students, faculty and staff through social and informational programs.

**Housing- Center for Multicultural Affairs & Services, Alliot Student Center, Rm 223** 654-2247

If you have any questions or concerns, contact Kimoi Seale, Assistant Director, Center for Multicultural Affairs & Services.

**Knight Card Office - Alliot Student Center, Rm 207** 654-9500

Monday-Friday 9:00am-3:00pm

The Knight Card is your Saint Michael's College ID, exterior door access card, meal plan card, photocopying and printing card, and your CCTA bus pass. Your ID is also required to take out materials from the library or Language Learning Resource Center. You must present your ID to the desk attendant at the gym (Tarrant Recreation Center) in order to enter.

A minimum deposit of \$20 is required to do laundry on campus. It costs \$1.25 to wash one load of laundry and \$1.25 to dry one load.

To make additional deposits, visit the Knight Card Office. To make a deposit after hours or on weekends, the library has a "cash only" machine that you can put \$1.00 or more onto your Knight Card and these funds are available immediately.

***If your Knight Card is lost or stolen, there is a \$25 replacement fee.***

**Linen - Special Events Office, Dion Family Student Center, Second Floor** 654-2615

Linen exchange is available Monday - Friday from 8:30am – 4:00pm

**MOVE Office - Alliot Student Center, First Floor** 654-2674

MOVE stands for Mobilization Of Volunteer Efforts; it is our service organization on campus and has a variety of volunteer programs that students can get involved in.

**Post Office – Joyce Hall, Basement** 654-2430

Monday-Friday 9:00am-4:00pm

Any student who lives on campus has a mailbox. Please see an attendant at the mail window to obtain your mailbox key. If you lose your key, there is a \$10 replacement fee.

**Residential Life - Alliot Student Center, Rm 103**

654-2566

Monday-Friday 8:00am - 4:30pm

If you are locked out of your room or have lost your room keys, visit Student Life to borrow keys. Please note that if you are unable to find your keys, there is a \$25 replacement fee for each key. If you are locked out after hours or on weekends, please call the campus switchboard at 654-2000 and indicate your name, building, and room number. Remain at your room until a Public Safety officer comes to assist you.

**Ross Sports Center and Tarrant Recreation Center**

654-2499

The gym has a pool, indoor track, tennis and basketball courts, racquetball and squash courts, a weight room, dance studio, and climbing wall.

Facility hours are posted online on the SMC portal and at the gym. Hours vary during holiday breaks and summer.

Please present your SMC ID to the attendant at the Tarrant Front Desk.

**Adventure Sports Center – Ground floor of the Alumni Residence Hall**

654-2614

Challenge yourself and explore the outdoors in Vermont and beyond! Students can hike, mountain bike, kayak, rock or ice climb, ski or snowboard. You'll develop skills, have fun, and make new friends!

**LIBRARY AND BOOKS****Durick Library**

654-2400

## General Fall &amp; Spring Hours

Sunday	11:00am – 1:00am
Monday – Thursday	7:30am – 1:00am
Friday	7:30am – 7:00pm
Saturday	11:00am – 7:00pm

## General Summer Hours

Sunday	12:00pm – 6:00pm
Monday – Thursday	8:00am – 8:00pm
Friday	8:00am – 6:00pm
Saturday	12:00pm – 6:00pm

For library holiday hours, visit [www.smclibrary.com/site/hours.php](http://www.smclibrary.com/site/hours.php)

**Your SMC ID is required to check out materials from the library. A collection of ESL Readers is available near the Circulation Desk of the library.**

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**SMC Bookstore**

654-2517

Alliot Student Center, First Floor

## General Fall &amp; Spring Hours:

Monday – Friday	8:30am – 5:00pm
Saturday	11:00am – 3:00pm
Sunday	CLOSED

### General Summer Hours

Monday – Friday	8:30am – 4:30pm
Saturday & Sunday	CLOSED

### **FOOD SERVICES** (Summer hours may vary.)

#### **The Green Mountain Dining Room** (Cafeteria), Alliot Student Center, First Floor

The cafeteria is open seven days a week where three meals a day are provided. This location offers unlimited servings and the menu has a variety of entrees - pizza, deli, grill specialties, chef's exhibitions, salads, soups, and desserts. All meals offer vegetarian and most offer vegan specialties as well.

For more information visit: [www.smcvtdining.sodexomyway.com/dining-choices/index.html](http://www.smcvtdining.sodexomyway.com/dining-choices/index.html)

#### **Hours:**

Monday – Friday                      7:15am - 8:00pm

Saturday & Sunday:

    Continental Breakfast:            8:30am – 9:30am

    Brunch:                                11:00am – 1:00pm

    Dinner:                                4:45pm - 6:30pm

#### **Einstein Bros. Bagels**

Dion Family Student Center, First Floor

Fresh-baked bagels, coffee, and grilled lunch options are available.

#### Hours:

Monday-Wednesday: 8:00am - midnight

Thursday-Friday:     8:00am - 1:00am

Saturday:                11:00am - 1:00am

Sunday:                  11:00am - midnight

#### **Café Cheray**

Cheray Science Hall, First Floor

Café Cheray is located between the Cheray Science Center and Saint Edmunds Hall. This café offers grab and go salads, sandwiches, soups, pastries, and beverages. Cash, Visa, MasterCard, and Knight Bucks are accepted for payment.

#### **Hours:**

Monday-Thursday:    7:45am - 3:00pm

Friday:                    7:45am - 2:00pm

# ADMINISTRATION & STAFF DIRECTORY

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Applied Linguistics Department  
Saint Edmund's Hall, Saint Michael's College

Area code for Vermont: (802), Town Code for Colchester: 654-  
STE = Saint Edmund's Hall

<b>Administration</b>	<b>Telephone Extension</b>	<b>Office Number</b>
WHITE, Ben Department Chair	2605	STE 117
BAUER-RAMAZANI, Christine ELP Director	2642	STE 127
CLARK, Michelle Administrative Coordinator	2301	STE 119A
GAMACHE, Richard Faculty Advisor to International Students	2356	STE 115
MAGER, Christina ELP Assistant Director	2823	STE 125

<b>Staff</b>	<b>Telephone Extension</b>	<b>Office Number</b>
MALLOY, Vanessa ELP Graduate Assistant	2300	STE 119
HOFFMANN, Caitlin Pathway Program Coordinator University Abroad	2860	STE 222A
HOLZMAN, Melissa International Student Advisor	2391	STE 222A
EMILY KAYOI Administrative Assistant for MATESOL	2684	STE 119
SAMALE RODEN, Jacqui Coordinator for International Student Services	2303	STE 119B

# FACULTY DIRECTORY

Applied Linguistics Department  
Saint Edmund's Hall, Saint Michael's College

Area code for Vermont: (802), Town Code for Colchester: 654-  
STE = Saint Edmund's Hall

<b>Faculty</b>	<b>Telephone Extension</b>	<b>Office Number</b>
ARANI, Mahmoud	2277	STE 124
BAUER-RAMAZANI, Christine	2642	STE 127
BATTIG, Heather	2823	STE 111
BOZARTH, Laura		STE 111
DAILEY, Sean	2870	STE 128
EVANS, Daniel	2264	STE 137
GAMACHE, Richard	2356	STE 115
KAYOI, Emily	2684	STE 119
LA ROSE, Patricia	2876	STE 131
MAGER, Christina	2823	STE 125
MOOS, Jonah	2828	STE 123
POWELL, Katie	2823	STE 111
SHANDOR, April		STE 111
WHITE, Ben	2605	STE 117

# FORMS

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## REQUEST FOR CLASS/LEVEL CHANGE

*\*Please see your instructor to discuss your request before filling out this form.*

\_\_\_\_\_

has requested to change the following classes/level:

Core Level: \_\_\_\_\_ to Core Level: \_\_\_\_\_

Oral Skills Level: \_\_\_\_\_ to Oral Skills Level: \_\_\_\_\_

Special Topics: \_\_\_\_\_ to Special Topics: \_\_\_\_\_

Reason for change:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Instructor's Comments:

This student should / should not change classes/levels.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Instructor's Signature:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature:

\_\_\_\_\_  
Date



Applied Linguistics Department  
Intensive English Language Program  
Student Grade Report

<b>Session Date:</b>		<b>Student ID:</b>	
<b>Current Core Level:</b>		<b># of Sessions at this Level:</b>	
<b>Director's Placement for next Session:</b>		<b>TAS Score:</b>	

**Total Achievement Score (TAS) and Level Advancement** – In general, students are expected to remain in a level for two 8-week sessions. Level advancement for continuing students is determined by a Total Achievement Score, which must be 80 or above (or 85 in the case of accelerated advancement after only one 8-week session in a level). Sixty-five percent of this score comes from the student's grades in his/her classes (Core 30%, Oral Skills 20%, Special Topic 15%), while the remaining 35 percent comes from a cumulative total of scores on the Writing Assessment (20%) and Oral Skills Assessment (15%).

**NOTE:** These assessments are mandatory for all IEP students. If a student misses the assessment, it will be impossible to attain the required total achievement score for advancement to a higher level.

Academic Probation (< 60%)? No		Attendance Probation (<80%)? No		
Classroom Assessment Total 65% of TAS	% Grade	Letter Grade	# of Days Missed	% Attendance
Core Current Level:				
Oral Skills Current Level:				
Special Topics				

<b>Total Class Hours: 188</b>	<b>Teacher Comments:</b>
Core (100 Hours)	
Oral Skills (48 Hours)	
Special Topics (40 Hours)	

Assessment Tests:	Score	Writing Task- 20%    Oral Interview- 15%    (Levels 1-4)
Writing Task		See Key for assessment tests on reverse side
Oral Interview		See Key for assessment tests on reverse side
Academic Writing Assessment		See Key for assessment tests on reverse side

## Writing and Oral Assessment Key for Levels 1-4

<b>Writing Assessment Levels 1-4</b>	
<b>Score</b>	<b>Level</b>
19-22	Level 5
15-18	Level 4
11-14	Level 3
7-10	Level 2
4-6	Level 1

<b>Oral Assessment Levels 1-5</b>	
<b>Score</b>	<b>Level</b>
23-27	Level 5
18-22	Level 4
13-17	Level 3
8-12	Level 2
≤7	Level 1

## Academic Writing Assessment (AWA) Key for Level 5

<b>AWA Writing Assessment – Level 5</b>	
<b>Score</b>	<b>Level</b>
10-17	IEP
18-27	AEP Prep/IEP 5
28-37	AEP 1
38-47	AEP 2
48-50	Undergrad +ENG 104

## Saint Michael's College IEP Proficiency Descriptors

**Level 1 – Beginner:** The passing student reads and understands short opinion and literal passages; uses basic grammatical structures; demonstrates strategies to acquire new vocabulary; writes sentences related to daily life and experience; shows awareness of the mechanics of capitalization and punctuation; interacts in a classroom environment, and takes notes in prepared charts.

**Level 2 – Low Intermediate:** The passing student reads and understands moderately complex passages in academic tasks; uses complex grammatical structures; demonstrates strategies to acquire new vocabulary; writes descriptions, narrations and communications related to daily life and experience; writes clearly using correct and appropriate grammar, vocabulary, and the mechanics of capitalization and punctuation; interacts in a formal classroom environment; understands short listening passages; takes notes in prepared charts and uses these notes in tasks.

**Level 3 – Intermediate:** The passing student reads and understands moderately complex passages about practical and relevant situations; uses appropriate grammatical structures; demonstrates strategies to acquire new vocabulary; writes moderately complex academic descriptions, narrations and communications in well-organized format and with correct mechanics of capitalization and punctuation; interacts in a formal classroom environment; shares information in a structured classroom setting; understands longer listening passages; takes notes and uses these notes in demanding tasks.

**Level 4 High-Intermediate:** The passing student reads and understands complex academic texts; uses appropriate grammatical structures; demonstrates strategies to acquire new vocabulary, plans and writes for a variety of academic tasks in a well-organized format using sophisticated discourse markers and incorporating the ideas of others without plagiarizing; uses the mechanics of capitalization and punctuation; interacts in a formal classroom environment; shares information in a structured classroom setting; understands longer listening passages; takes notes and uses these notes in demanding tasks including paraphrasing, synthesizing, and summarizing information without plagiarism.

**Level 5 – Low Advanced:** The passing student reads and understands complex, authentic, extensive academic texts; uses appropriate grammatical structures; demonstrates strategies to acquire new vocabulary; plans and writes for a variety of academic tasks in a well-organized format using sophisticated discourse markers and incorporating the ideas of others without plagiarizing; interacts in a formal classroom environment; shares information in a structured classroom setting; understands longer listening passages; takes notes and uses these notes in demanding authentic tasks including paraphrasing, synthesizing, and summarizing information without plagiarism.

## Saint Michael's College Intensive English Program (IEP) Policies and Expectations for Student Academic Performance & Attendance

The following is a summary of the academic expectations that all Intensive English Program (IEP) students must follow.

<ul style="list-style-type: none"> <li>• Attend all classes regularly</li> </ul>	<p>⇒ If any of these academic expectations is violated, the student will receive a formal warning and counseling from the Faculty Advisor of International Students (FAIS). If no improvement is made, the student may be dismissed from the program.</p>
<ul style="list-style-type: none"> <li>• Complete all class assignments</li> </ul>	
<ul style="list-style-type: none"> <li>• Make academic progress (quiz grades, test grades), <b>indicated by an average grade of 70% or above</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Advance after two sessions (16 weeks) in the same level</li> </ul>	
<ul style="list-style-type: none"> <li>• Bring books, materials, and homework to class</li> </ul>	
<ul style="list-style-type: none"> <li>• Arrive on time for class</li> </ul>	
<ul style="list-style-type: none"> <li>• Participate in class</li> </ul>	
<ul style="list-style-type: none"> <li>• Be alert in class</li> </ul>	
<ul style="list-style-type: none"> <li>• Use only English</li> </ul>	

**Saint Michael's College Intensive English Program (IEP)  
Student Academic or Attendance Warning**

Link to [Procedures for issuing this warning](#)

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Class \_\_\_\_\_ Teacher \_\_\_\_\_

Teacher, please indicate which of the criteria listed below the student has not been fulfilled **with specific information and comments.** \_\_\_

CRITERIA	Insert X	DETAILS
Student fails to attend all classes regularly.		# of classes missed:
Student has not completed all class assignments.		# of assignments missed: List all assignments missed:
Student's grade has dropped below Choose one: <b>70%</b> <b>60%</b>		Student's grade on day of warning:
Students fails to bring books, materials, and homework to class.		Approximate # of times that books / materials /homework were not brought to class:
Student arrives late for class regularly.		# of times that student was late:
Student does not participate in class regularly.		Describe the problem:
Student is not alert in class.		Describe the problem:
Student fails to use only English.		Describe the problem:

Below to be completed by Program Director(s)

Number of warnings per current session	
This is the student's second session failing to advance.	
This student is now on <b>ACADEMIC PROBATION</b> due to three (3) sessions at the same level.	
This student is now on <b>ACADEMIC PROBATION</b> due to Total Achievement Score < 60%.	
This student is now on <b>ATTENDANCE PROBATION</b> for <80% attendance in the previous session.	

**To the student: You are required to meet the Faculty Advisor to International Students (FAIS) immediately for counseling. You may not return to class until the (FAIS) has met with you and signed this form.**

*The above-mentioned student met with me and has been reminded and counseled about the academic expectations of the Intensive English Program at Saint Michael's College.*

\_\_\_\_\_  
Signature of Faculty Advisor to International Students

\_\_\_\_\_  
Date

*I understand the academic expectations of the Intensive English Program at Saint Michael's College and will try harder to fulfill them.*

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

Please present this form to your teacher in order to be readmitted to class.