



University of
Pittsburgh

Department of Linguistics
English Language Institute

Student Handbook

2022 - 2023

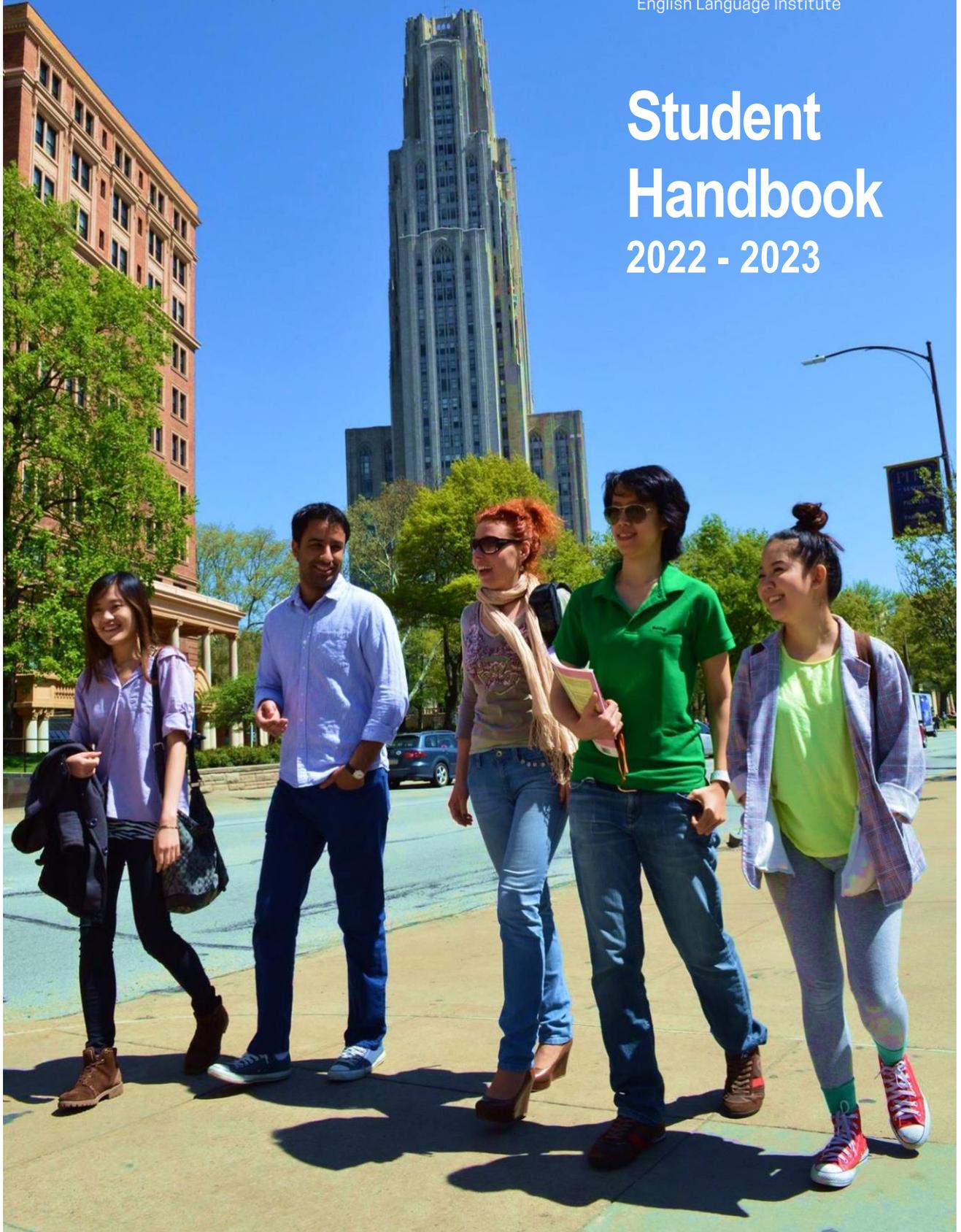


Table of Contents

Welcome to the ELI

- [ELI Information](#) - 3
- [Mission Statement](#) - 4
- [Faculty](#) - 5
- [Special Programs](#) - 5
- [Policies](#) - 5
 - [Attendance Policy](#) - 5
 - [Complaint Policy: Student Complaints](#) - 9
 - [Withdrawal and Refund Policy](#) – 11
 - [Grading and Learning Objectives](#) - 13
- [Advice to Learners](#) - 20
- [Technology](#) - 21

Welcome to the University - 22

- [Campus Map](#) - 23
- [Getting Your Pitt ID Card](#) - 24
- [Campus Facilities and Services](#) - 24
- [Student Organizations](#) 24
- [When the University Must Close](#) 26

After You Finish the ELI 28

- [End-of-Term Documents](#) - 29
- [Standardized Tests](#) - 30
- [Office of International Services](#)- 30

Welcome to the USA- 30

- [Immigration Information](#) – 31
- [Rights and Responsibilities](#) – 33
- [PA State ID Card / Driver’s License](#) – 33
- [Income Tax](#) – 33

Welcome to Pittsburgh – 34

- [City Information](#) - 35
- [Housing](#) – 36
- [Family Living](#) – 37
- [Things to Do in and near Oakland](#) – 38

Personal Matters – 40

- [Cultural Adjustment](#) – 41
- [Some Major U.S. American Values](#) – 42
- [American Holidays](#) – 43
- [Cultural Differences in the Classroom](#) – 43
- [Medical Information](#) – 44
- [Safety Advice](#) – 46
- [Do You Know When You Are in Danger?](#) – 47
- [Emergency Contact Information](#) – 49
- [Emergency Telephone Numbers](#) – 50

ELI INFORMATION

The University of Pittsburgh English Language Institute (ELI) welcomes you!

To assist you in settling in, getting around, and studying, we have compiled the information in this handbook. The ELI Student Services Supervisor and staff are available to help you with registration for class, visa applications, academic questions, and other matters.

The University of Pittsburgh was founded in 1787 and is one of the oldest institutions of higher education in the U.S. Several of the buildings on campus, such as the Cathedral of Learning and Stephen Foster Memorial, are historical landmarks. Student enrollment at the Pittsburgh campus is approximately 30,000.

The English Language Institute was established in 1964. Its students come from all over the world, and they generally study in the ELI for two or three terms. Its offices are at 200 Meyran Avenue in Oakland.

ELI Main Office

200 Meyran, room M13, telephone 412-624-5901

elipitt@pitt.edu

The ELI office is open Monday-Friday, 8:30-4:45.

ELI Student Services Supervisor

Stacy Ranson, 200 Meyran, room M22, telephone 412-420-9539

sar72@pitt.edu

Ms. Ranson's office hours will be announced in class at the beginning of term and will be posted outside her office.

THE ELI MISSION STATEMENT

The ELI's mission is to teach and serve students in the Intensive English Program and in the community, provide support to the University, and contribute to the profession of Teaching English to Speakers of Other Languages (TESOL). The ELI achieves this mission through service in three contexts: non-credit English classes, support for matriculated students at the University of Pittsburgh, and the field of TESOL.

Non-Credit English Classes

- High-quality, non-credit courses in English for speakers of other languages from abroad and the local international community who want to improve their English for academic, professional, or personal reasons
- Opportunities for students to experience life on an American university campus and to interact with members of the University campus and the local community

Support for Matriculated Students at the University of Pittsburgh

- English proficiency testing of speakers of other languages who are matriculating in University programs
- Credit and non-credit English language support courses for matriculated students and teaching assistants/fellows who are speakers of other languages
- Specialized English instruction to University programs by request
- Assessment of teaching assistants/fellows who are speakers of other languages to ensure compliance with the legal requirements of the Commonwealth of Pennsylvania
- Teacher training, internships, and research opportunities for matriculated students in University programs in the areas of Applied Linguistics and TESOL
- Expertise for various other University-related endeavors that involve English language learners and TESOL

Field of Teaching English to Speakers of Other Languages

- Active participation in and contribution to the development of the field of English for speakers of other languages, especially in areas of classroom instruction, second language learning and acquisition, curriculum design, program structure, and administrative practices
- Support and opportunities for professional development

To accomplish this mission, the faculty, staff, and administration of the ELI are dedicated to adhering to professional standards in the field.

ELI FACULTY

ADMINISTRATIVE FACULTY

Dr. Dawn E. McCormick, ELI Director (200 Meyran M20), Rob Mucklo, Associate Director (200 Meyran M21), Stacy Ranson, Student Services Supervisor (200 Meyran M22), Dr. Gregory Mizera, Research and ITA Supervisor (200 Meyran M23), M. Christine O'Neill, Standards Supervisor (200 Meyran M18), Heather McNaught, ELI Assessment Supervisor (200 Meyran M18).

A complete list of faculty and staff can be found on the [ELI website](#).

SPECIAL ELI PROGRAMS

The ELI runs various special programs. Some are part-time and some may run for less than the whole term. For example, they might include TOEFL Preparation and Professional and Academic English. For special programs offered in a specific term, refer to the [ELI website](#).

ELI POLICIES

UNIVERSITY STUDENT CODE OF CONDUCT: All students at the University of Pittsburgh, including ELI students, are expected to familiarize themselves with and are required to follow the University's Student Code of Conduct. The Student Code of Conduct explains what is appropriate and inappropriate behavior for students, and the disciplinary action or punishment students may face if they violate these rules and policies. For the most up-to-date Student Code of Conduct, visit the University's [Student Affairs](#) web page and click on the "Code of Conduct" box.

ELECTRONIC TECHNOLOGY POLICY: Students should be prepared to use their own laptop or device for some online assessments completed during class and for final exams. A limited number of laptops may be available for students to borrow for an 8-hour period from [the University Library System](#) and [Pitt IT](#).

The ELI's policy is that students should use electronic technology (including cell phones, laptops, and iPads) in appropriate ways during ELI classes or exams. Out of respect, cell phones should generally be turned off or on silent and stored out of sight. They should not be used during classroom activities unless the teacher has given permission. Electronic devices are forbidden during quizzes, tests or other in-class graded assignments, unless the teacher has given permission. Technology use in the ELI is meant to improve the learning environment for all students. Please be respectful of your teacher and classmates and use the technology appropriately. If you have questions about what this means, please talk to your individual teacher(s) or the Student Services Supervisor.

ATTENDANCE POLICY: In the fall, spring and summer terms, a full-time "intensive program" certificate will be given to any student who has satisfactory attendance (no more than 40 hours absent) in 5 classes. These absences can be for any reason (illness, travel, appointments, personal

business). There is no such thing as an “excused” absence. You will be marked absent every time you are not in class.

A part-time “semi-intensive program” certificate will be given to any student who has satisfactory attendance (no more than 8 hours absent) in one, two, three, or four classes.

If you have more than 12 hours absent in any class, you might not be allowed to register for any more ELI classes, and you will be asked to meet with the ELI Student Services Supervisor to discuss the reasons.

If you are on an ELI I-20 and have more than 12 hours absent in any class, you will be notified that further absences may lead to termination of your registration with the ELI. **If you have 15 hours absent in any class, your SEVIS registration may be cancelled and you will be ‘out of status’ for immigration purposes.**

Remember that participation is an important part of language learning. While participation is not graded at the ELI, the level and quality of your participation in class will affect your progress.

Class participation means:

- staying on task in class
- completing homework of any kind on time
- listening to classmates and teachers when they speak in class
- actively and constructively participating in class activities
- asking questions
- being prepared to answer questions
- attending class regularly

Class participation does not mean:

- always calling out answers in class even when the teacher asks another student
- talking about things that are not related to what is happening in class

Absences: In every class the teacher will explain the consequences of absences for your progress, grades, and certificate. If you are absent, you should contact your teachers as soon as possible after your return to find out what work you have missed. In some cases it is possible to make up the homework and tests. If you know in advance that you will have to be absent, it is best to tell your teachers in advance. In this way, both you and your teachers can plan ahead. If you know that you will be absent for two or three days, you should inform the ELI Student Services Supervisor, Ms. Ranson (email: sar72@pitt.edu). If you cannot continue in the ELI because of a personal problem, please see Ms. Ranson or the ELI Main Office. In this case you should withdraw from the ELI officially.

Religious Observances: In keeping with policy of the University of Pittsburgh, the ELI recognizes that some students will be absent occasionally for regularly scheduled religious observances. The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. The ELI is committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with

assignments, exams, or other required attendance. If at all possible, please contact the Student Services Supervisor and your teachers within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks. Absences for this purpose will be excused and will not count against the certificate, but missed work must be made up whenever possible. In all cases, the students must inform their teachers in advance of this planned absence. For regular weekly religious observances, one notification at the beginning of the semester is adequate. When a student notifies the teacher in advance, the teacher will make every effort to arrange for makeup tests and assignment extensions. It is, however, the student's responsibility to talk to the teacher before the absence or within one day after to arrange the make-up work.

Please note: If a student is excused from class to attend a specific worship service off-site, the ELI expects the student to attend that service. For example, the ELI excuses Muslim students each Friday at 1:00 pm for the Juma'ah prayer at mosque. If a student is excused from class for this, or any other type of religious service but remains in the ELI building during the time of that service, the student will be marked "Absent" and will not be excused from the class.

Coed Study: In American universities and at the ELI, men and women study together in classes, often working together in pairs or small groups. Interacting in pairs and small groups is an important part of language learning, and the ELI cannot form separate groups for men and women during classroom activities.

Lateness: ELI classes begin promptly on the hour and end at ten minutes to the hour. You must be seated on time in your classroom. Late arrivals are impolite and very disturbing to the teacher and other students. Students who are frequently late for class will be asked to discuss the matter with the ELI Student Services Supervisor.

ASSIGNMENTS & MAKE-UP POLICY: Students are responsible for the assignments in their classes. Assignments include in-class activities, quizzes, tests, homework, GRS activities, and any other work related to classes.

1. If you are absent from class, you should try to contact one of the students in your class to find out what work was missed.
2. If you cannot find out about what work you have missed from another student, you must talk to your teachers about the missed work when you return to class. You should ask your teacher if/when you can make up the work. You are responsible for talking to your teacher; your teacher is not responsible for reminding you about missed work or for sending you the assignment through Courseweb or by other means.
3. If you are absent from class on the due date of an assignment, you must hand in the assignment on the date that you return to class or on a date decided with your teacher.
4. If you are absent on the date of a test, you must be prepared to make up the test on the date that you return to class or on a date decided with your teacher.
5. If you know you will be absent, talk to your teacher before you leave or email your teacher to find out about the work that you will miss while you are away.
6. All assignments are due before or at the start of class unless otherwise specified.
7. Assignments in the Homework category will not be accepted late, unless you were absent on the day that the homework was due. If you were absent on the day that the homework was

due, you must hand in the work the day that you return.

8. Assignments in other categories that are more than two days late will not be accepted. If an assignment is accepted within the two-day period, the grade may be lowered. If a student demonstrates habitual lateness, assignments late by even one hour will not be accepted.
9. If you and your teacher arrange to meet so that you can make up an assignment and you miss that meeting, you will receive a "0" for that assignment. The teacher will NOT arrange another time to make up the assignment.

FINAL EXAMS: The ELI gives final exams at the end of the term. These exams are worth 30% of the final grade for each class. There are no excused absences for finals. The ELI does not give early final exams or make up exams. Role Play finals in Speaking are graded with another Speaking teacher. Writing finals are graded by a teacher from another class with input from your teacher.

PLAGIARISM AND ACADEMIC INTEGRITY POLICY: The English Language Institute defines plagiarism as choosing to copy or use the work of another person and claiming that it is your work without appropriate citations of giving credit to the original author. The University of Pittsburgh and the English Language Institute have an [Academic Integrity Code](#).

This policy means that students:

- must not copy the words of another (written or spoken) and present those words as their own work
- must not get help from anyone to do their work without the teacher's permission
- must not help anyone else do their work without the teacher's permission
- must not get help from any outside sources to do their work without the teacher's permission

Plagiarizing (that is, turning in work that is not your own) can result in a 0 for that assignment.

DIVERSITY POLICY: The English Language Institute (ELI) of the University of Pittsburgh provides an opportunity for people from all over the world to learn about English and each other in a new community. This diversity is one of the ELI's greatest strengths. The ELI is committed to a safe and supportive teaching and learning environment for all its teachers and students. To foster this, the ELI works to maintain an institute in which teachers and students are not harassed or discriminated against based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a veteran. The faculty encourages exchanges of information between teachers and students, so that knowledge and understanding of cultures and individuals is broadened. Our goal is to continue to foster an ELI campus environment that promotes the appreciation of diversity.

SEXUAL HARASSMENT POLICY: The ELI follows the University of Pittsburgh's [policy on sexual harassment](#), which states:

“The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as federal, state and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors and visitors to the University.

“It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.”

CONSENSUAL RELATIONS POLICY: Personal relationships must not interfere with the academic or professional integrity of teacher-student or supervisor-employee relations at the ELI. University policy prohibits intimate relations between a faculty member and a student whose academic work that faculty member supervises or evaluates. This is true even if the student appears to welcome such a relationship. If an intimate relationship exists or develops, it is up to the faculty member to remove himself or herself from all supervisory or evaluative professional relations with the student. Failure to do so may bring disciplinary action.

TITLE IX POLICY:

- Title IX is a U.S. law that gives you the right to report any instances of sexual misconduct to the University, have the University investigate what happened, and have your complaint resolved.
- Sexual misconduct is sexual contact **that you do not want:**
 - Someone speaking to you in a sexual way or asking you for sex when you aren't interested.
 - Someone forcing you to have sexual contact.
 - Relationship violence: Spouse/partner speaking to you or treating you in an abusive or violent way.
 - Stalking: Someone repeatedly following or threatening you, including by phone/text/email/mail/social media.
- You can report sexual misconduct to ELI officials or to the police.
- The ELI will help you report the issue to the University.
 - Please note: If you report an issue to an ELI staff or faculty member, the ELI is required to report the issue to the University Title IX office. The ELI cannot maintain complete confidentiality. In other words, if you tell any teacher or staff member in the ELI, they must report it to the university.
 - If you want to speak to a confidential advisor, the ELI can help you find a counselor at the University Counseling Center. In almost all cases, this counselor will not inform other people about what you tell them.

University Counseling Center
119 University Place
Nordenberg Hall
412-648-7930

- If you experience any type of sexual misconduct, harassment, relationship violence, or stalking, please talk to the ELI Student Advisor or an ELI teacher immediately.

STUDENT ALCOHOL USE POLICY: Students are required to abide by all state liquor laws. All students, employees, and agents of the University must fully comply with the laws of the Commonwealth of Pennsylvania and the State of New York regarding the possession and consumption of alcohol. These laws prohibit: furnishing or providing alcohol to anyone under the age of 21 or to anyone visibly intoxicated; anyone under the age of 21 from possessing or consuming alcoholic beverages under any circumstances; and anyone under the age of 21 from being on licensed premises where alcohol is served, unless under proper supervision.

COMPLAINT POLICY: STUDENT COMPLAINTS

Classroom Complaints - If you have a complaint about the classroom, please talk to your teacher first. For example, if the classroom is too hot or too cold, talk to you teacher about changing the temperature. If something is broken, tell your teacher and your teacher will report the problem to one of the ELI associate directors.

Teacher Complaints - Disagreements between teachers and students are part of the education process. The ELI has steps to follow that will help you work through the problem.

Step 1:

If you have a problem with your teacher, first try to talk to your teacher about the problem. For example, if you disagree with a grade, the amount of homework, how many times a teacher will call on you during class, or the teaching method, talk to the teacher first. ELI teachers want your experience in the ELI to be good, so they want to work with you to solve the problems.

Step 2:

If you and your teacher cannot solve the problem together, then see the Student Services Supervisor. If you are comfortable with it, the Student Services Supervisor will want to talk to your teacher to find out more information and to understand the teacher's perspective. In some cases, the Student Services Supervisor will want to have a meeting with you and your teacher together. The Student Services Supervisor will try to work with you and your teacher to solve the problem.

Step 3:

If the complaint is serious and cannot be solved by talking with the teacher and Student Services Supervisor, you should fill out a formal complaint form. The Student Services Supervisor can provide you with this form, or you can use the one in your Student Handbook. The Student Services Supervisor will then talk to one of the Associate Directors about the complaint and Associate Director will work to solve the problem with all the individuals involved.

Note: If you have a complaint about your teacher or a class and would like to change classes, you must follow the steps above before the Student Services Supervisor can consider changing your class.

Student Services Supervisor Complaints - If you have a complaint about the Student Services Supervisor, and you do not feel comfortable talking to the Student Services Supervisor about the problem, you should talk to the ELI Director or Associate Director.

General ELI Complaints - If you have a complaint about the ELI in general, for example, classes begin too early, you don't agree with a policy, etc., you should talk to the Student Services Supervisor. Please know that you will be asked to complete a survey at the end of the term and can also comment about general ELI issues at that time.

APPOINTMENTS - The administrative faculty and teachers may sometimes meet with ELI students to give extra help or advice at times when students have no classes. In order to see them, make an appointment. Please arrive on time for appointments or telephone in advance if you cannot keep an appointment or if you will be late. If you are asked to see one of the administrators, please do so immediately.

NON- PAYMENT POLICY - Students who have not paid, or whose sponsors have not paid by the end of the term, will not receive a certificate and will not be allowed to register for the next semester. In addition, sponsored students who withdraw from classes before the end of the term will be held responsible for tuition payment if it is not made by the sponsor. If payment is not made, the University of Pittsburgh will send these accounts to a collection agency.

WITHDRAWAL AND REFUND POLICIES

Dropping ELI Classes: If you wish to drop one or more of your classes, you must immediately inform the ELI Student Services Supervisor.

If you drop courses **before** the end of the Add/Drop period, you will receive a full refund.

If you drop courses **after** the Add/Drop period, you will **not** receive any refund.

Note: The 'Add-Drop' period is when University of Pittsburgh students can add or drop classes that they have already registered for. This period **ends approximately one week after the start of ELI classes**.

Withdrawing from ELI classes: If you cannot continue in the ELI because of a personal problem or some other unavoidable situation, see Ms. Ranson. In this case, you should withdraw from the ELI officially.

Student Complaint Form

Student Name: _____ Date: _____

Student email: _____

Directions:

Please write the details of your complaint below. Give as much information about your complaint as possible. Include names, dates, and specific actions that are related to the problem. Return this form to the Student Services Supervisor. She will review your complaint and contact you about a solution.

GRADING

In every class, the teacher will hand out and explain a course description that includes the grading policy for the course. The Student Services Supervisor will hold conferences with students who are struggling with coursework and/or attendance at midterm. Students will receive grades at the end of the term. The end-of-term grade is the official grade for the course. The ELI grading system is as follows:

A+ 98 – 100 %	A 93 – 97%	A- 90 – 92%	Excellent, Very Good
B+ 88 – 89%	B 83 – 87%	B- 80 – 82%	Good
C+ 78 – 79%	C 73 – 77%	C- 70 – 72%	Satisfactory
D+ 68 – 69%	D 63 – 67 %	D- 60 – 62%	Poor
F 0 – 59%			Failing
W			Withdrawal

Missing work (required homework and required tests) will result in lowered grades. Students who are having difficulty with their work will be asked to consult with the Student Services Supervisor. Students in the ELI receive a passing grade if they do the course work satisfactorily and show attainment of the objectives by the end of the course.

Finals in the ELI are usually held in the last week and a half of the term. There are no make-ups for finals or excused absences, and final exams are never given early. Missing a final will result in a zero for 30% of the grade. Please make sure that you do not schedule appointments or other activities during finals time.

REPEATING COURSES IN THE ELI: Students who receive a C- (72%) or below in a course will not be permitted to continue to the next level of that course. In addition, the ELI does not permit students to repeat courses that they have passed. Students who receive a C (73%) or above in any course must progress to the next level of that course in the following term. The only exception to this rule is for Low Advanced Level 6 courses. Students may repeat Level 6 courses once in order to further prepare for academic or other advanced English language goals.

PROBATION IN THE ELI: Students who do not show evidence of a good effort on their final grade reports are put on probation for the following term. Students on probation must improve their effort during the probation term, or they may not be permitted to continue at the ELI. Students with poor grades and/or attendance receive a probation letter at the start of the probation term. Sponsors are notified of probation, as well. There are three ways to be put on probation at the ELI:

1. Having failing final grades in two or more classes
2. Having over 8 hours of absences in two or more classes
3. Having over 15 hours of absences in one or more classes

CONTINUING IN THE ELI: Students who are diligent and whose attendance and work show a serious interest in learning English may register for classes in the next term. Promotion to the next level is based on test scores, teachers' evaluations and grades. Students who do not receive a

certificate and who have more than 12 hours of absences might not be allowed to register for any more ELI courses. In addition, students who do not pay tuition by the end of the semester will not be allowed to register for the next term.

COURSE LEARNING OBJECTIVES: Below are the course learning objectives for each skill in each level. These describe what a student is able to do after passing any of the following classes in the ELI.

Speaking 3

By the end of the course, students will be able to:

- engage in short social conversations on various topics
- give short prepared presentations on personal, practical, social, and general topics
- give short semi-spontaneous and spontaneous presentations on personal, practical, social, and general topics
- Identify and correct grammatical, vocabulary, and pronunciation errors
- Use grammar and vocabulary appropriate for the level

Reading 3

By the end of the course, students will be able to:

- identify the topic, main ideas, and details of texts on personal, practical, social and general topics.
- recognize the register of texts.
- make basic inferences.
- respond to texts orally and in writing.
- identify an accurate and appropriate summary.
- learn the meaning of selected words and recognize word families.
- identify the appropriate definition for a word.
- use contextual clues to determine the meaning and part of speech of new words.
- recognize synonymous expressions and collocations of target words
- use strategies to improve reading comprehension.

Listening 3

By the end of the course, students will be able to:

- identify topic, main ideas, details, and limited inferences in audio/video texts on personal, practical, social, and general topics.
- recognize the register of texts.
- learn the meaning of selected words, define unknown words from context, and recognize word families.
- express the ideas of texts orally and in writing.
- recognize word boundaries, prefixes, and suffixes.

- use strategies to improve listening comprehension.

Writing 3

By the end of the course, students will be able to:

- write original paragraphs (≤ 200 words) on personal, practical, social, and general topics that are organized with a topic sentence, concluding sentence, supporting details, supporting details & limited cohesive devices.
- write simple, compound, and complex sentences with correct grammar and punctuation.
- accurately use grammar and vocabulary appropriate for the level.
- identify and correct grammatical, organizational and vocabulary errors in sentences and paragraphs.
- revise sentences and paragraphs.

Grammar 3

By the end of the course, students will be able to:

- understand and use English affirmative and negative sentences and questions with appropriate word order.
- understand and use basic verb forms, simple modals, verb phrases, and noun phrase structures.
- understand and use comparative language.

Speaking 4

By the end of the course, students will be able to:

- engage in medium-length conversations on various topics.
- give medium-length, prepared presentations on personal, practical, social, and general academic topics.
- give medium-length semi-spontaneous and spontaneous presentations on personal, practical, social and general academic topics.
- identify and correct grammatical, vocabulary, and pronunciation errors
- use grammar and vocabulary appropriate for the level

Reading 4

By the end of the course, students will be able to:

- identify the topic, main ideas, and supporting details of texts on personal, practical, social, abstract and academic topics.

- recognize the register and intended audience of texts.
- make inferences.
- identify an accurate and appropriate summary.
- summarize, respond to, and interpret texts orally and in writing.
- learn the meaning of selected words and recognize word families.
- identify the appropriate definition for a word.
- use contextual clues to determine the meaning and part of speech of new words.
- recognize synonymous expressions and collocations of target words.
- identify figurative language.
- use strategies to improve reading comprehension.

Listening 4

By the end of the course, students will be able to:

- identify topics, main ideas, and details, and make limited inferences in audio/video texts on personal, practical, social and general academic topics.
- recognize the register of texts.
- learn the meaning of selected words, define unknown words from context, and recognize word families.
- express the ideas of texts orally and in writing.
- recognize word boundaries, prefixes, and suffixes.
- implement strategies to improve listening comprehension.
- identify main ideas and relevant details and implement strategies for note-taking.

Writing 4

By the end of the course, students will be able to:

- write original paragraphs (\approx 250 words) on personal, practical, social, and general academic topics that are organized with a topic sentence, conclusion and supporting details.
- write an original five-paragraph essay (\approx 600-700 words) using a variety of rhetorical patterns and
- accurately use grammar and vocabulary appropriate to the level.
- identify and correct grammatical, organizational and vocabulary errors in sentences, paragraphs and essays.
- revise paragraphs and essays.

Grammar 4

By the end of the course, students will be able to:

- understand and use modals and verbs in selected tenses.
- understand and use common gerunds and infinitives.

- understand and use subject adjective clauses, real conditionals and direct/indirect speech.

Speaking 5

By the end of the course, students will be able to:

- engage in medium-length spoken conversations on personal, practical, social, and general abstract and academic topics.
- give medium-length, formal, prepared presentations on personal, practical, social, abstract and academic topics.
- give medium-length semi-spontaneous and spontaneous presentations on personal, practical, social, abstract and academic topics.
- analyze and use registers in a variety of given contexts.
- identify and correct grammatical, vocabulary, and pronunciation errors.
- use grammar and vocabulary appropriate for the level.

Reading 5

By the end of the course, students will be able to:

- identify the topic, main ideas, and supporting details of texts on personal, practical, social, abstract and academic topics.
- recognize the register, genre, and intended audience of texts.
- make inferences and discriminate between inferences, facts, and opinions.
- summarize, respond to, and interpret texts orally and in writing.
- identify an accurate and appropriate summary.
- identify texts that support a viewpoint.
- learn the meaning of selected words and recognize word families.
- identify the appropriate definition for a word.
- use contextual clues to determine the meaning and part of speech of new words.
- recognize synonymous expressions and collocations of target words.
- identify figurative language.
- use strategies to improve reading comprehension.

Listening 5

By the end of the course, students will be able to:

- identify topics, main ideas, details, and limited inferences in intermediate level audio/video texts on personal, practical, social and general academic topics.
- recognize the register of texts.
- learn the meaning of selected words, define unknown words from context, and recognize word families.

- express the ideas of texts orally and in writing.
- recognize word boundaries, prefixes, and suffixes.
- implement strategies to improve listening comprehension.
- identify main ideas and relevant details and implement strategies for note-taking.
- make inferences about speaker attitude, point-of-view, and intended audience.

Writing 5

By the end of the course, students will be able to:

- write original five-paragraph essays (\approx 650 - 900 words) using a variety of rhetorical patterns
- synthesize and cite information from sources for secondary research
- accurately use grammar and vocabulary appropriate to the level
- identify and correct grammatical, organizational and vocabulary errors in sentences, paragraphs, and essays
- revise paragraphs and essays

Grammar 5

By the end of the course, students will be able to:

- passive
- complex verb tenses
- phrasal verbs
- modals in past situations
- complex clauses, including adjective clauses, conditionals and embedded

Speaking 6

By the end of the course, students will be able to:

- engage in medium-length spoken conversations on personal, practical, social, abstract academic and professional topics.
- give medium-length, formal, prepared presentations on personal, practical, social, abstract, academic and professional topics.
- give medium-length spontaneous presentations on personal, practical, social, abstract, academic and professional topics.
- analyze and use registers in a variety of given contexts.
- identify and correct grammatical, vocabulary, and pronunciation errors
- use grammar and vocabulary appropriate for the level

Reading 6

By the end of the course, students will be able to:

- identify the topic, main ideas, and supporting details of texts on personal, practical, social, abstract, academic and professional topics.
- recognize the register, genre, sub-genre, style, and intended audience of texts.
- make inferences and discriminate between inferences, facts, and opinions.
- summarize, respond to, and interpret texts orally and in writing.
- identify an accurate and appropriate summaries and identify texts that support a viewpoint.
- learn the meaning of selected words, recognize word families, and identify appropriate definitions.
- use contextual clues to determine the meaning and part of speech of new words.
- recognize synonymous expressions and collocations of target words.
- identify figurative language and use strategies to improve reading comprehension.

Listening 6

By the end of the course, students will be able to:

- identify topics, main ideas, details, and inferences in low-advanced level audio/video texts on personal, practical, social, abstract, academic and professional topics.
- recognize the register of texts.
- learn the meaning of selected words, define unknown words from context, and recognize word families.
- express the ideas of texts orally and in writing.
- recognize word boundaries, prefixes, and suffixes.
- implement strategies to improve listening comprehension.
- identify main ideas and relevant details and implement strategies for note-taking.
- make inferences about speaker attitude, point-of-view, and intended audience.

Writing 6

By the end of the course, students will be able to:

- write original five- or six-paragraph essays (≈900-1300 words) using a variety of rhetorical patterns
- synthesize and cite information from sources for secondary research
- identify and correct grammatical, organizational and vocabulary errors in sentences, paragraphs, and essays.
- accurately use grammar and vocabulary appropriate to the level
- revise paragraphs and essays

Grammar 6

By the end of the course, students will be able to:

- passive and passive constructions in all tenses
- modals in present and past situations
- reduced clauses (for adjective and adverb clauses)
- formal/informal contexts for complex & reduced clauses (conditionals, adjective, adverb and noun)

STUDYING ENGLISH: ADVICE TO LEARNERS

To make good progress in learning English, follow these guidelines, which have been suggested by experienced teachers and language learners:

1. Attend your classes regularly; do your homework assignments on time; carefully study the teacher's corrections of your work; and regularly review past lessons.
2. Commercial TOEFL preparation materials are no substitute for improving your English proficiency through hard work in ELI classes, but you should use the commercial materials to familiarize yourself with the test format.
3. Practice speaking English as much as possible, even with friends who speak your own language (at least some of the time!).
4. Watch TV or listen to the radio every day. If you don't have much time, watch or listen while you are having a meal or washing the dishes. Listen for vocabulary and grammar that you have studied.
5. Use file cards as an aid in memorizing words and phrases (such as two-word verbs and words you often spell incorrectly). Write new or difficult words on one side of the card and write the definition or translation on the back of the card. Also write an example sentence using the word because this will make it easier to learn the word. Keep the cards (or some of them) with you during the day and go through them, checking on how well you know the words. Use small file cards and cut them in half to make it easier to carry them around. Study your cards while waiting for the bus, etc.
6. Join a special interest group that has a lot of Americans (or people who do not speak your language), so that you can practice English in an informal, relaxed atmosphere. Make friends with at least one American who will answer your questions about U.S. culture and ways of doing things. For example, you can join student associations, church groups, an informal class, a sports group, a hiking group, or even go to dances (salsa, folk dancing, or ballroom). The **ELI Community Outreach Coordinator** has three types of activities:

Talk Time groups, **Conversation Partners** and **Volunteer** activities. The Coordinator can help you to find a place that is right for you.

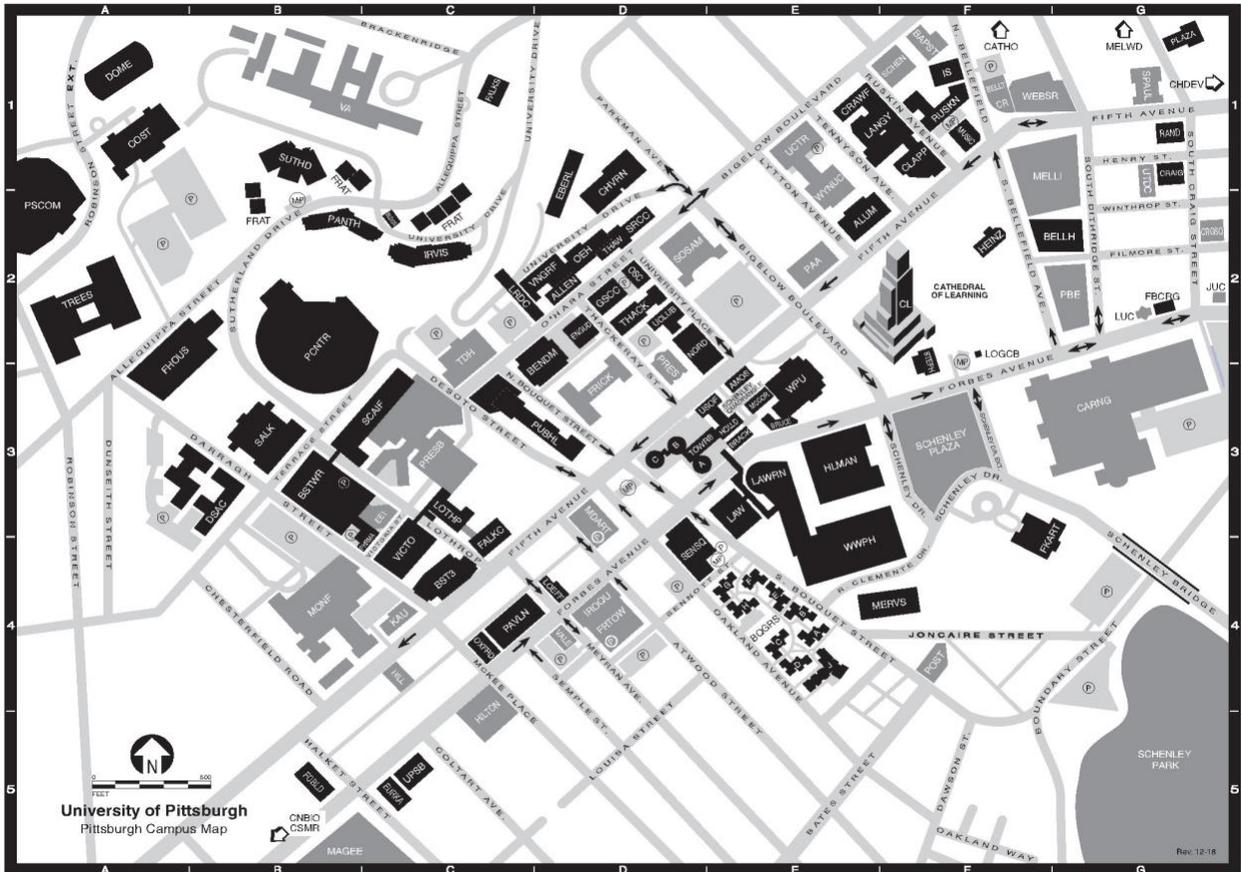
7. Try to understand people's conversations in public places, such as on the bus, in museums, in the park, in stores, etc. Listen for vocabulary, grammar, and expressions that you have studied. Read the advertisements on buses and in public places and try to understand their main ideas by making use of context and pictures.
8. Read newspapers or magazines in English. Read the shorter articles for the main ideas. Use context to guess meanings. Only look up words you do not understand that occur more than once.
9. Practice the new sounds you learn. Repeat key words or phrases with new sounds many times, until you can produce the sounds well and easily.
10. Make use of the **Language Media Center (CL G17)** for extra practice in listening. There are online resources listed at <http://www.polyglot.pitt.edu/materials/esl.html>. You can visit the LMC in person and ask the personnel there about the procedures for using the resources.
11. Find an ESL website to use to **practice online**.
12. Learn the phrases for asking people to repeat and to explain. Do not pretend to understand when you really have not fully understood. Some useful expressions are: "Would you please repeat that?"; "I'm sorry, I didn't understand what you said"; "Please say that more slowly"; "Excuse me. What did you say?".
13. Relax and enjoy your language learning! You'll learn more if you're not tense and anxious.

TECHNOLOGY

Students are expected to be familiar with basic word processing programs such as MS Word and the Internet. Typing skills are necessary to be able to produce homework for writing, grammar and reading classes. Internet skills will be used in submitting written homework for these classes, as well as in searching for information to use in writing assignments.

You may also be asked to learn new software programs that are used specifically in the ELI (e.g. Recorded Speaking Activity and Grammar Recorded Speech). Short workshops on typing and the use of these programs are sometimes provided.

Welcome to the University of Pittsburgh!



Allen Hall	ALLEN	D2	Fraternity Housing Complex	FRAT	B1	PRES (map abbreviation for Bellefield Presbyterian Church)	
Alumni Hall	ALUM	E2	Frick Fine Arts Building	FKART	C2	UPMC Presbyterian	PRESB
(Office of Admissions and Financial Aid, Office of Alumni Relations)			Gardner Steel Conference Center	GSOC	F3	UPMC Presbyterian South Tower	PRESB-S
Amos Hall (residence hall)	AMOS	E3	Heinz Memorial Chapel	HEINZ	F2	Public Health	PUBHL
BAPST (map abbreviation for First Baptist Church)			Hill Building	HILL	C4	(Crabtree Hall and Graduate School of Public Health)	
Barco Law Building	LAW	G3	Hillman Library	HLMAN	E3	Rand Building	RAND
Bellefield Hall	BELLH	E2	Hilton Garden Inn	HILTON	C4	Ruskin Hall	RUSKN
Bellefield Presbyterian Church	PRES	D3	Holland Hall (residence hall)	HOLLD	E3	Ryan Catholic Newman Center	CATHO
Bellefield Towers	BELLT	F1	Information Sciences Building	IS	F1	(The Oratory) off map	
Benedum Hall	BENDM	D3	Iroquois Building	IROQU	D4	St. Paul Cathedral	SPAUL
Thomas E. Starzi Biomedical Science Tower (Tower 1) and Biomedical Science Tower 2	BSTWR	B3	Jewish University Center	JUC	G2	Salk Hall	SALK
Biomedical Science Tower 3	BST3	C4	K. Leroy Irvis Hall (residence hall)	IRVIS	C2	Scaife Hall	SCAIF
Bouquet Gardens	BOGRS	E4	Kaufmann Medical Building	KAU	C4	Schenley Park	SCHEN
(residence halls A-J)			Langley Hall	LANGY	E1	Schenley Plaza	SCHEN
Brackenridge Hall (residence hall, The Pitt Shop)	BRACK	E3	LAW (map abbreviation for Barco Law Building)			Schenley Quadrangle	E3
Bruce Hall (residence hall)	BRUCE	E3	Lawrence Hall	LAWRN	E3	Sennott Square	SENSQ
Building 5	BLDG5	C2	Learning Research and Development Center	LRDC	C2	Soldiers & Sailors Memorial Hall & Museum	SOSAM
Carnegie Library of Pittsburgh, Carnegie Museums of Pittsburgh	CARNG	G3	Litchfield Towers	TOWRS	D3	Space Research Coordination Center	SRCC
Cathedral of Learning	CL	F2	(residence halls A, B, C)			Stephen Foster Memorial	STEPH
CATHO (map abbreviation for Ryan Catholic Newman Center)			Loeffler Building	LOEFF	D4	Sutherland Hall (residence hall)	SUTHD
Center for Bioengineering off map	CNBIO	B4	Log Cabin	LOGCB	F2	Thackeray Hall (registration)	THACK
Center for Sports Medicine	CSMR	B4	Lothrop Hall (residence hall)	LOTHP	C3	Thaw Hall	THAW
and Rehabilitation off map			Lutheran University Center	LUC	G2	Thomas Detre Hall of the Western Psychiatric Institute and Clinic	TDH
Charles L. Cost Sports Center	COST	A1	Magee-Womens Hospital	MAGEE	D5	TOWRS (map abbreviation for Litchfield Towers)	
CHDEV (map abbreviation for University Child Development Center)			Mark A. Nordenberg Hall	NORD	B3	Trees Hall (athletic facilities)	TREES
Chevron Science Center	CHVRN	D1	(residence hall, Student Health Service)			University Center (UPMC)	UCTR
Clapp Hall	CLAPP	F1	McCormick Hall (residence hall)	MCCOR	E3	University Child Development Center off map	CHDEV
Community of Reconciliation Building	CR	F1	Medical Arts Building	MDART	D3	University Club	UCLUB
Craig Hall	CRAIG	G1	Mellon Institute	MELLI	F1	University Public Safety Building	UPSB
Craig Square	CRSQ	G2	(Pittsburgh Supercomputing Center)			University Store on Fifth	USOF
Crawford Hall	CRAWF	E1	Melwood Maintenance Building	MELWD	G1	(Book Center, Copy Cat)	
Darragh Street Apartment Complex	DSAC	A3	Mervis Hall	MERVS	F4	University Technology Development Center	UTDC
Eberly Hall	EBERLY	D1	UPMC Montefiore	MONF	B4	VA Pittsburgh Healthcare System—	
Engineering Auditorium	ENGUD	D5	Music Building	MUSIC	F1	University Drive Division	VA
Eureka Building	EURKA	C2	O'Hara Student Center	O'OSC	D2	VALE (map abbreviation for Parkvale Building)	
Eye and Ear Institute	EI	C3	Old Engineering Hall	OEH	D2	Van de Graaff Building	VNGRF
Falk Medical Building	FALKC	C3	Oxford Building (3501 Forbes Avenue)	OXFRD	C4	Victoria Building	VICTO
Falk School	FALKS	C1	Panther Hall (residence hall)	PANTH	B2	Webster Hall	WEBSR
First Baptist Church	BAPST	F1	Park Plaza	PLAZA	G1	Wesley W. Posvar Hall	WWPH
(United Campus Ministry)			Parkvale Building	PAVLN	D4	Western Psychiatric Institute and Clinic (see Thomas Detre Hall)	
Fitzgerald Field House	FHOUS	A2	PAVLN (map abbreviation for Forbes Pavilion)			William Pitt Union	WPU
Forbes Craig Apartments	FBCRG	G5	Peterson Events Center	PCNTR	B2	Wyndham Pittsburgh University Center	WYNUC
Forbes Oakland Building	FOBLD	B2	Peterson Sports Complex	PSCOM	A2		
Forbes Pavilion	PAVLN	C4	Pharmacy Administration	PHRMA	C3		
(Forbes Hall (residence hall); Department of Parking, Transportation, and Services)			Pitt Sports Dome	DOME	A1		
Forbes Tower	FRTOW	D4	Pittsburgh Athletic Association	PAA	E2		
			Pittsburgh Board of Education	PBE	G2		
			Pittsburgh Science and Technology Academy	FRICK	D3		
			Post Office (Oakland Branch)	POST	F4		

GETTING YOUR UNIVERSITY OF PITTSBURGH ID CARD

1. If you are a new student, take the ELI placement test.
2. Register for classes with the Student Services Supervisor.
3. The ELI will contact you when your registration has processed and you are eligible to request your Pitt ID card. Watch your Pitt email during orientation week for this message.
4. Follow the directions from the ELI to upload a photo and request your Pitt ID from Panther Central.

CAMPUS FACILITIES AND SERVICES

Campus Shuttle Buses: These buses are free for students who show a valid ID card. The buses travel around the campus and to neighborhoods near the campus. Information and schedules are available at the Information Desk in the Student Union.

Exercise & Facilities: Trees Hall is the main university sports complex with basketball courts, swimming pools, weight rooms, gymnastics equipment and tennis courts. There is also an exercise facility at the Petersen Events Center. In Bellefield Hall, there are two smaller exercise centers and a swimming pool.

Libraries: There are a number of University libraries on campus, which you may use. In addition to books and journals, many publications are available electronically through the Library System.

Hillman Library, located at the corner of Forbes and Bigelow, is the main library on campus. It contains approximately 1,500,000 volumes, mainly in the humanities and social sciences. Information on other libraries is available at the Information Desk in Hillman Library. Some other libraries on campus are:

Business Library
Fine Arts Library
Langley Library - Biology/Psychology
Music Library

Computer Services: [University computing labs](#) with Apple and/or PC computers are located in the Cathedral of Learning, Hillman Library, and other places on campus. Use of these computers is free to all students, but you must first get a 'Network Authorization Account'. You will receive a letter from the university regarding this account, and you will also find information about this account in your ELI Orientation folder. You can use these computers for e-mail, word processing, access to the Internet, and other purposes. In addition, students also have access to [free software through the Office of Information Services](#).

Food: There are several cafeterias and restaurants on campus. Students can pay cash or buy ‘meal plans’ from the Main Desk at Panther Central. Meal plans are not available during the summer term. Students may also use their Panther Funds in some campus and area restaurants. The price varies depending on how many meals you want per week. The meal plans can be used at various cafeterias and restaurants on and near the campus.

Panther Funds: [Panther Funds](#) are funds connected to your Pitt ID card. If you have Panther Funds, you can use your ID card as a debit card in certain places to pay for photocopying and food.

Printing: [Pitt Print](#) enables students to send print jobs from any location to Pitt Print Stations (Pharos) located in/outside all [Student Computing Labs](#), campus residence halls, and other locations across the Pittsburgh campus. Students are able to print the equivalent to 900 black & white sheets or about 128 sheets printed in color.

William Pitt Union: This is the Student Center, a place to eat, relax and attend special events as well as get important information. On the first floor, there is a lounge with a giant-screen TV, and you can get bus schedules for university shuttle buses and Pittsburgh city buses. You can also buy tickets to Pitt events here. On the lower level, there is a food court and a room to play pool or ping-pong. In addition, the [Commuter Student Programs](#) office is located in the Union.

Book Store: All books for university courses are available in the [University Store](#) at 4000 Fifth Avenue. ELI required textbooks are in the *Linguistics/ELI* section. In the University Store, you can also buy general interest books, magazines, computer supplies, stationery items, and University merchandise.

Off-Campus Living: 127 North Bellefield Avenue, 412-624-6998.
8:00 am – 4:30 pm. At this [website](#) you will find apartment listings, a roommate-matching service, sublets and general apartment information. In addition, they will assist in mediating issues with your landlord. If you need more help, see the ELI Housing Coordinator.

Student Housing Office: This is located in Panther Central in the lobby of Towers Dormitory A. During the summer semester, rooms are available in the university dormitories. One-month stays are also possible in the summer while you are looking for an apartment.

Pharmacy: All ELI students can use the [University Pharmacy](#). Pharmacy prices are very reasonable for prescription as well as over-the-counter medications. The pharmacy is in Nordenberg Hall 103 University Place. **Phone: 412-383-1850.**

Disability Resources And Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, srsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

STUDENT ORGANIZATIONS

The University of Pittsburgh has many student associations such as the Greek system of fraternities and sororities, which are open to enrolled undergraduates, and special interest clubs. Joining a club is a good way to meet native speakers of English who are interested in your culture and with whom you can practice your English. For information on clubs at the University of Pittsburgh, search the University's [Student Organization Directory](#).

WHEN THE UNIVERSITY MUST CLOSE

It is not often that the university must close unexpectedly. If there is a problem caused by severe weather, flood, power outage, or other unavoidable emergency, you might have to change your usual plan for going home. The buses might not be running. Some of the streets and university buildings might be closed. We would like you to think in advance about how you would get home in such a situation. Here are some suggestions.

1. Pay attention to the weather forecasts on radio and TV. When severe weather is predicted, wear appropriate clothes. You should wear coat, gloves, hat, scarf and boots for cold weather.
2. Because of bad weather or other emergencies, buses might not be running (or they might not be running on schedule). Be prepared to use a different way to get home. Make arrangements to meet a friend or neighbor so that you can travel together.
3. Learn the walking route to your house. If it is not too far, you might be able to walk home. It is best to go with a friend from the same neighborhood. Have a map if you are not sure of the streets. In very cold weather, walking might not be the best idea.
4. Find someone in your class who lives near the campus. It might be possible to go home with him or her until you can travel home or your roommate or family can meet you. If you live near campus, give your phone number and address to other students, so that your house can be used briefly in case of an emergency.
5. Carry phone numbers of friends or relatives. Let them know where you are.
6. Carry extra money with you. A cab might be available if the buses are not running on schedule. You might want to buy something to eat while you are waiting.
7. You might want to delay your trip home until the severe weather stops or the main roads are cleared. Official snow routes are identified by signs. These roads are cleared first.
8. Some university buildings will stay open even when other campus buildings are closed. The William Pitt Student Union is usually open every weekday from 7:00 in the morning until 12:30 at night. The Cathedral of Learning and Hillman Library usually have extended hours as well. You can go there to stay warm, eat, or call your family.

9. If you aren't sure about what to do when the university closes, go to room M22 Meyran. The ELI Student Services Supervisor can give you advice and try to help you.
10. Call these police emergency numbers if you are in trouble:
 - a. 911 - City of Pittsburgh
 - b. 811 – Pitt campus from an on-campus phone
 - c. (412) 956-9893 --ELI Emergency Number
11. Over 500 emergency “blue light” phones are on the campus. These phones will connect you directly to the police. Be aware of their locations.

After You Finish the ELI...

END-OF-TERM DOCUMENTS

Students who successfully complete a semester course will receive the documents listed below:

- a. Certificate of attendance
- b. Grade report: grades for each ELI course
- c. Letters of recommendation for college applications if required. Please ask the Student Services Supervisor at least one week in advance for letters of recommendation. Also, please note that letters are based on student performance. Students with failing grades and a high number of absences will not receive strong letters of recommendation.
- d. Sponsor letters: letters about your progress in the ELI to your sponsor

STANDARDIZED TESTS

ENTRANCE TEST: All ELI students must take this test before being accepted to the ELI.

INTERNATIONAL TOEFL: The [TOEFL](#) is an internet-based test. The score for this test can be reported to any university you request. To schedule a TOEFL test and search for locations in Pittsburgh, visit <https://www.ets.org/toefl>. *Do not contact the ELI about the TOEFL because the ELI does not administer the test.*

[IELTS](#) and [Duolingo](#) English proficiency testing is also available.

OFFICE OF INTERNATIONAL SERVICES

William Pitt Student Union, Room 708. Information about academic and immigration requirements for admission to the University of Pittsburgh degree programs is available [here](#). Be sure to check application deadlines and documents in this office if you want to become a student at the university.

***Welcome to
The USA!***

IMMIGRATION INFORMATION

DOCUMENTS

I-20: the document that the ELI (or other school you applied to) sent to you.

- **Purpose:** proof of your acceptance at a U.S. educational institution. This is necessary for getting your visa. The U.S. Embassy will issue you a student visa when they see your I-20. Also, if you change schools in the U. S., you will have to transfer your I-20 to the new school. Do this by seeing the Student Services Supervisor before the end of your last term here.

Visa: the stamp in your passport from the U.S. Embassy or Consulate in your country. You can get a visa only outside the U.S.

- **Purpose:** for entry into the U.S.
- **Expiration Date:** important only for entering the U.S. Your visa may expire while you are living in the U.S. If you leave the U.S. and intend to return, you will need to apply for a new visa at an American Embassy.
- **"Applications for Admission into the United States" ('multiple', 'single'):** This designation states how many times you may enter the U.S. before your visa expires. If you have a single-entry visa, you will need to apply for a new visa when you leave the U.S. if you want to return.

I-94 (Arrival-Departure Record): the record made by Immigration at your 'port of entry' (the city where you entered the U.S.A.). The customs agent will no longer give a paper copy of this record. After arrival, you should visit the [CBP website](#) to print a copy of your I-94. Submit a copy of this number to the ELI main office.

Status: Students have either 'F-1' or 'J-1' status. Spouses and children of students have 'F-2' or 'J-2'.

MAINTAINING F-1 STATUS: Students in F-1 status must enroll and complete a full-time course load each term (fall, spring, and summer). The only exception to this rule is during a vacation term or Reduced Course Load term: see below for more information on vacation and Reduced Course Load benefits.

Students in F-1 status must make satisfactory academic progress. Making regular progress is a condition for maintaining F-1 visa status. The ELI understands that learning English takes time, and sometimes students need to repeat courses in order to master the skills. However, students who show evidence of missing work and who receive failing grades due to lack of effort may have their F-1 status terminated by the ELI.

Students in F-1 status must attend classes regularly. Students with an ELI I-20 who have more than 12 absences in any course will be notified that further absences may lead to termination of registration with the ELI. **Students with 15 absences in any course may have their SEVIS registration cancelled and will be 'out of status' for immigration purposes.**

VACATION TERM/REDUCED COURSE LOAD

F-1 students are entitled to take one vacation term during their study at the ELI. Please note that sponsored Kuwaiti and Saudi students are not permitted to take a vacation term according to their sponsor's rules.

You must complete one academic year before you can take a vacation term. During a vacation term you can be part-time, full-time, or take no courses at all. You must be full-time again during the term immediately following the vacation term. Vacation term is never the last term in this country.

Students may also take a Reduced Course Load (RCL) for serious medical issues. For medical situations, students must provide medical documentation that proves they are unable to attend for the entire term of the RCL request.

*** It is important to tell the Student Services Supervisor at the beginning of the term before you take a vacation term of your intention to do so, so that the correct dates for the next term can be entered into SEVIS for you. **You may not enroll in a vacation term after the term has begun.***

TRANSFERRING TO A DIFFERENT PROGRAM: Any student with an F-1 status must follow these steps in order to transfer:

1. Apply for admission and be admitted to the new "transfer school."
2. Inform your current school as soon as possible after admission and no later than the last day of your academic program.
3. Inform the new transfer school of the expected transfer date (usually the last day of your academic program).
4. Complete the process at the transfer school no later than 15 days after the first class day at the school.

If you leave the U.S. between academic programs, you need to take only your new I-20 with you. When you return to the U.S., you show the new I-20 to the immigration official, who will give you a new I-94 record.

TEMPORARY VISITS OUTSIDE THE U.S.

1. Obtain a visa from the country you are visiting if it is necessary.
2. Take your passport and a copy of the I-94 record.
3. Take your I-20, which must be signed for travel by your Student Services Supervisor.
4. Take a copy of your sponsorship letter or your bank letter.

RIGHTS AND RESPONSIBILITIES WHILE IN THE USA

International students have the same constitutional rights as a citizen of the US with some minor differences. In general, freedom to express your ideas is a right that everyone has no matter what country he or she is from. The US constitution guarantees all persons against improper investigations, arrests, or convictions of alleged violations of the law. You are presumed innocent until proven guilty in the US courts, and you do not have to prove your innocence; the state must prove your guilt. If you are arrested, you have the right to have a lawyer with you; if you cannot afford one, one will be provided for you free of charge.

International students studying in the USA must obey the same laws and regulations that all US citizens and permanent residents must obey. If you have any questions about particular laws in the US, please contact the Student Services Supervisor who can get you in contact with an immigration lawyer. If you didn't know about a particular law, that is not an acceptable excuse for breaking it. When foreign nationals are arrested in the United States, they have the right to legal counsel and to contact the nearest consulate or embassy. If you ever feel that you are in danger, in trouble with the law, feel that you have been discriminated against, harassed, or that your rights have been violated, see the Student Services Supervisor immediately.

PA STATE ID CARD OR DRIVER'S LICENSE

It is very useful for you to have, in addition to your Pitt ID card, a State ID or Driver's License. Here is the process:

1. Receive a letter of rejection from Social Security or a Social Security Number.
2. Take the following to a [Driver's Licensing Center](#):
 - a. Passport
 - b. Copy of I-94 admission print-out
 - c. Visa
 - d. I-20
 - e. Social Security Number or letter from Social Security rejecting you.
 - f. Two proofs of residency with your name on it (lease, utility bills, etc)

INCOME TAX

Anyone who earns an income in the US must file an "Income Tax Return" each year by April 15th. Most ELI students cannot work in the US, and therefore should not have to file. However, if you have an investment here, such as an interest-bearing bank account, or some other source of income, you must file. Even if you do not have to file, you must fill out a document that exempts you from filing. The ELI cannot advise on tax matters; please see a tax professional with questions about filing U.S. taxes.

Welcome to Pittsburgh!

CITY INFORMATION

Transportation

City buses: ELI students may ride free on any City of Pittsburgh (PAT) bus by tapping their University of Pittsburgh ID on the orange box when they enter the bus. Without a Pitt ID, you pay the regular fare, but cheaper daily, weekly, and monthly bus passes can be purchased with [mobile ticketing](#). When you travel towards downtown Pittsburgh, pay as you enter the bus. You will always enter the bus at the front of the bus, and usually exit the bus using the rear door. Real-time GPS-based bus schedule are available on many smartphone apps, including [Transit](#).

Campus buses: There is a free campus shuttle bus service on campus. Schedules, routes, and stops can be found on the [Transportation website](#). Real-time GPS schedules are available through [Pitt's Shuttle tracker](#). Schedules are available in the William Pitt Union. The drivers check Pitt student IDs.

Cars: [Parking](#) is often very difficult to find and expensive in Oakland. Be careful where you park; the City of Pittsburgh imposes fines for illegal parking and if your meter runs out of time! Street parking is available on some streets in Oakland, but you must enter your license plate number and pay for parking at a nearby meter or use the [Go Mobile Pgh app](#) to pay for street parking.

Public parking lots near the 200 Meyran cost \$10.00-\$14.00 or more per day.

The university lot at Panther Hollow costs \$5.00 a day, prices subject to change. For more information on parking at the University, see the [Visitor Parking](#) page.

Banks

Some convenient banks are

PNC Bank: 4022 Fifth Avenue (near the Book Center)

PNC Bank: Craig Street (corner of Fifth Avenue and Craig Street)

Citizens Bank: Oakland (corner of Fifth and Oakland Avenues)

Post Offices Bouquet Street (Oakland): 8:00 - 5:00 Monday - Friday; 9:00 - 4:00 Saturday

Alcohol You must be 21 or older to buy or drink alcohol in public (Pennsylvania state law).

Supermarkets and Grocery Stores

- Giant Eagle supermarkets in Squirrel Hill, East Liberty, and Shadyside
- Aldi Supermarket in Bloomfield and Garfield
- Community Market supermarket in Bloomfield
- Whole Foods Market in East Liberty
- East End Food Coop in Point Breeze
- Costco membership supermarket in Homestead

Convenience stores, such as 7-11, are smaller but have longer business hours and are often more expensive than supermarkets.

HOUSING

There are three housing options available to ELI students: longer homestays, university dormitories (summer only), and apartments.

Homestays: Some ELI students choose to live with a local family in a homestay arranged by a homestay company. Most homestays are located within a 45-minute bus ride to campus and include two meals per day. Homestay options include but are not limited to [GlobalPittsburgh](#) and [OvECS](#). GlobalPittsburgh also promotes cultural exchange between international visitors and members of the Pittsburgh regional community by holding monthly events and arranging for dinners and holidays with local families.

University Dormitory: During the summer term only, [housing](#) is sometimes available in the University dormitories.

Apartments: Most ELI students live in apartments. Near the university, apartments are readily available and reasonably inexpensive. Although students are responsible for making their own apartment leasing arrangements, the ELI Housing Assistant can help students to locate suitable apartments. The ELI Housing Assistant can help students to:

- locate an apartment
- make telephone calls to landlords
- visit apartments
- arrange utilities (such as phone and electricity)
- take care of housing problems that develop during the term.

Some sources of information about apartments are the following:

- The University's Office of [Off-Campus Living](#) provides information about off-campus housing and other options.
- [Craigslist](#) is a free user-generated list of housing and more.
- The *Pittsburgh Post-Gazette* newspaper 'Real Estate Rentals' section includes [apartment listings](#). Look under 'East Apartments - Rent'.
- [The Pitt News](#), the university's student newspaper, sometimes also has apartment rental information in the Classifieds Section.

You can also walk around areas you are interested in, looking for 'Apartment for Rent' signs.

Most students who choose to live in apartments live in the Oakland, Shadyside, or the Squirrel Hill areas. Apartments in Oakland are within walking distance of the ELI. Apartments in Squirrel Hill and Shadyside are a short bus ride away (10 - 15 minutes). For information about these Pittsburgh neighborhoods, look at the ELI website's [section on housing](#).

Finding an apartment that suits your needs can be complicated because there are so many things to consider. Before making a decision compare apartments. Use the following list to get started:

APARTMENT CHECKLIST

- rent
- neighborhood
- kitchen
- bathroom
- bedroom(s)
- carpet
- furniture
- cable TV
- laundry
- lease
- security
- distance to Pitt
- distance to bus stop
- utilities (gas, electric, phone)

FAMILY LIVING

If you come to Pittsburgh with your family, here are some important things to keep in mind:

Public Schools: Children between the ages of 8 and 17 are required to attend school. Usually the school is the one closest to your home. Public education is provided free for citizens and non-citizens of the US alike. Some schools have an ESL (English as a Second Language) program. If the parents prefer it, the child can be enrolled in a private school, which may charge large fees, or be home-schooled. For home-schooled students, there are regulations about what is taught. See www.ocl.pitt.edu for more information. Schools begin in September and finish in Mid-June.

Daycare: It is not easy to find a daycare center for very small babies. Normally, babies of younger than three months of age cannot be placed in daycare. The facilities near the university are usually reserved long in advance. If you are expecting a baby, be sure to investigate the services available in your neighborhood as soon as you can to be sure you have a place for your baby. If you have children between the ages of 2 ½ and 5 years old, daycare is easier to find. These centers can be quite costly, so be sure to investigate the alternatives.

English Programs for Spouses: In addition to regular ELI courses, there are other options available for part-time study of English for those who do not plan to study at the university.

Allegheny Intermediate Unit – courses offered at different locations around Pittsburgh. Both day and evening courses available. Phone: 412-394-5700.

Community Conversation Classes -- This emphasizes conversation skills. Classes are coordinated by the ELI. There is a non-refundable registration fee of \$100. For more information, contact the CCC Coordinator at ccc@pitt.edu.

THINGS TO DO IN AND NEAR OAKLAND

For scheduled events, call numbers when indicated or check local papers such as [Pittsburgh City Paper](#) (free and available at various campus buildings, stores and cafés in the Oakland area).

The Cathedral of Learning, Fifth and Bigelow - At 535 feet in height, it is the second tallest educational structure in the world. In addition to its soaring Gothic Commons Room, there are 28

Nationality Classrooms (all on the first and third floors) reflecting the city's diverse ethnic heritage through authentic examples of architectural and decorative styles.

Frick Fine Arts Building - permanent and special exhibits

Heinz Memorial Chapel - French Gothic architecture with 23 wonderful stained-glass windows

Places of Worship: There are various churches, Islamic Centers and temples in the greater Pittsburgh area. For more information, contact the ELI Activities Director.

- First Baptist Church of Pittsburgh, 159 N. Bellefield Ave,
- Bellefield Presbyterian Church, corner of Thackeray and Fifth
- Greek Orthodox Diocese of Pittsburgh (Eastern Orthodox) 5201 Ellsworth
- Heinz Chapel (various denominations) - call for a schedule of services (412.624.4157)
- Islamic Center, 4100 Bigelow
- Korean Central Church of Pittsburgh, 134 North Dithridge
- Rodef Shalom Congregation (Jewish), 4905 Fifth
- St. Paul's Cathedral (Catholic), corner of Craig and Fifth

Museums/Exhibits/Galleries

- Andy Warhol Museum, 117 Sandusky Street (412.237.8300) – free in fall and Spring terms with Pitt ID
- The Carnegie, Forbes Avenue – free in fall and Spring terms with Pitt ID - includes: Museum of Natural History, Dinosaur Hall, Hall of Gems, Museum of Art, Music Hall
- Carnegie Science Center and Sports Museum
- The Forbes, corner of Forbes and Margaret Morrison, CMU campus
- Heinz History Center, Historical Society of Western PA (412.454.6000)
- Hewlett Gallery, Fine Arts Building, CMU campus
- Soldiers and Sailors Memorial Hall, corner of Fifth and Bigelow
- University Art Gallery, Frick Fine Arts Building, Pitt campus - free
- Phipps Conservatory (plants and flowers), Schenley Park, close to campus, free in fall and Spring terms with Pitt ID

Music

- Pittsburgh Symphony (412.392.4900)
- Pittsburgh Opera (412.281.0912)

Night Life (Note: You must be 21 years old and show ID to buy or order alcohol)

- Hemingway's Café, 3911 Forbes
- Union Grill, 413 S. Craig St

Schenley Park (some admissions/registration fees). Call for information (412.622.6916):

- Golf Course - 18 holes
- Skating Rink - outdoor (winter)
- Swimming Pool - outdoor (summer)

- Summer Programs - movies, plays, camps, fairs
- Tennis Courts - outdoor
- Also: Visitors Center, nature/hiking/jogging trails, Log House, Panther Hollow Lake, ball fields, playgrounds

Shopping near campus

- South Craig Street - between Fifth and Forbes Avenues (coffee shops, bookstores, art store, restaurants, music store, and more)
- Forbes Avenue - between Bigelow and McKee Streets
- Fifth Avenue - between Bouquet and McKee Streets (bookstores, shoe stores, drug stores, restaurants, coffee shops, banks, hair salons, and more)

Shopping at some distance from campus

- Monroeville Mall
- Robinson Towne Center (near airport)
- Waterfront (near Squirrel Hill and Greenfield)
- Waterworks (near Highland Park)
- Forbes and Murray Avenues (Squirrel Hill)
- Walnut Street (Shadyside)

Sports

- Pitt Panther Basketball (Spring) (412.648.8300)
- Pitt Panther Football (Fall) (412.648.8300) – games played at Heinz Field, downtown
- PNC Park – Pittsburgh Pirates baseball
- Heinz Field – Pittsburgh Steelers football
- PPG Arena – Pittsburgh Penguins hockey

Theatres

- Carnegie Mellon Drama (412.396.4997)
- Pittsburgh Playhouse (412.621.4445, www.ppc.edu/playhouse)
- Pittsburgh Public Theater (412.316.1600, www.ppt.org)
- University of Pittsburgh Theatre Arts Department (412.624.7529)
- City Theatre (South Side) (412.431.4400)
- Performances in the Cultural District: <https://culturaldistrict.org/calendar>
- Pitt Arts Website: <http://www.pittarts.pitt.edu/>

Movie Theatres (near Oakland)

- The Harris Theatre (downtown)
- Regent Square (Edgewood)
- Manor Theatre (Squirrel Hill)
- Loews (Waterfront)

Personal Matters

CULTURAL ADJUSTMENT

Most people who go to live in a foreign country find that they have to go through ‘culture shock’ -- and ELI students are no exception. Knowing about the stages of cultural adjustment is usually a great help to those who are going (suffering!) through it. The following description of the stages of cultural adjustment is intended to help ELI students adapt to living and studying in their new environment. The stages do not have clear-cut boundaries between them, and there is a lot of variation from one person to another, but there are some typical, general characteristics which are worth understanding.

Stage One: On arrival in the new country, there is normally excitement and interest because everything is different and new. There are new people to meet, new activities to do, new sights to see, new foods to be tasted. There is some nervousness and anxiety as well, but the strongest feelings are positive ones. This is sometimes called the ‘honeymoon period’ since the new life seems so stimulating and fascinating.

Stage Two: After a while, perhaps days or weeks or months, other feelings begin to dominate -- and these are not so pleasant. In fact, this is the stage which has led to the use of the term ‘culture shock’. There are now negative feelings, sometimes very strong! Frustration, confusion, and depression take over. What do they result from? According to psychologists and counselors, the shock and negative feelings are caused by the same things that were at first so interesting -- the cultural differences. These can be of many kinds. Some differences are obvious -- such as food, language, or clothing. Others are not so obvious, especially in relationships with people -- for example, to greet or not to greet, to make eye contact or not, how to order in a restaurant, how to deal with administration officials. At this stage, the differences are seen as a source of frustration and difficulty. This is when the new culture is usually heavily criticized. It is seen as having mostly negative qualities. Homesickness, which was always felt to some extent, is now very, very strong. Physical symptoms related to stress (sleeplessness, headache, digestive problems, etc.) may appear too.

Stage Three: In this stage, sometimes called the ‘recovery’ or ‘adjustment’ period, the newcomer gradually comes out of the pain and suffering of the negative second stage, while sometimes moving back and forth between stages two and three. An ability to deal with the new culture develops. There are still times of frustration and depression, but they now become less frequent and less intense. The dominant feelings are positive. Working effectively and relaxing in the new environment become easier. The new culture is no longer seen as only exciting or only awful; instead, there is a more balanced view of the good and bad qualities.

Understanding the process of adjustment and realizing that everyone is going through a similar experience can help newcomers in getting through the process itself. Patience and time are also key factors in getting through the transitions. Can anything else help? Counselors often advise newcomers to learn as much as possible about the new culture: how its people think and behave and talk. Such information is a good basis for dealing well with the new environment and culture. In addition, active involvement in social activities helps. Keeping busy with studies and work helps. Talking to other students and teachers about the process helps. What does not help is

withdrawing and staying isolated and trying to avoid people and interactions (even though this can be a temptation, especially in the second stage).

ELI students are urged to discuss their difficulties when they feel the adjustment process is too much for them. Talk to your teachers or the Student Services Supervisor or other ELI staff -- they have lived and worked or studied in foreign countries. They have survived cultural adjustment, in some cases more than once! (They have also suffered 're-entry shock' on returning to their home country -- but that's another story.) They understand what you are going through and can give you good advice.

SOME MAJOR U.S. AMERICAN VALUES

Independence: U.S. Americans are encouraged at an early age to be independent and to develop their own goals in life. They are encouraged not to depend (too much) on others including their friends, teachers and parents. They are rewarded when they try harder to reach their goals.

Privacy: U.S. Americans like privacy and enjoy spending time alone. Foreign visitors will find U.S. American homes and offices open; however, you cannot just walk right in. You must knock first, and call first if you want to visit someone's home.

Equality: U.S. Americans 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. There are even laws that protect this "right to equality" in its various forms.

The general lack of deference to people in authority is one example of equality. Titles, such as "sir" and "madam" are seldom used. Managers, directors, presidents and even university instructors are often addressed by their first or given name.

Time: U.S. Americans take pride in making the best use of their time. In the business world, "time is money". Being "on time" for class, an appointment, or for dinner with your host family is important. U.S. Americans apologize if they are late. Some instructors give demerits to students who are late to class, and students at most universities have institutional permission to leave the classroom if their instructor is 10 or 15 minutes late.

Informality: The U.S. American lifestyle 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" or "take it easy". Friendships are also casual, as Americans easily develop friendships.

Achievement & hard work/play: The foreign visitor is often impressed at how achievement-oriented Americans are and how hard they both work and play. A competitive spirit is often the motivating factor to work harder. Americans 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. Americans seem to always be "on the go", because sitting quietly doing nothing seems like a waste of time.

Direct & assertive: U.S. Americans 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. A student with a complaint about his teacher is encouraged to talk directly with the teacher about the problem. This manner of direct speaking is not considered disrespectful.

Looking to the future and to 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.

AMERICAN HOLIDAYS

The ELI will alert you to holidays when classes are cancelled, and you can find a list of other American holidays [here](#).

CULTURAL DIFFERENCES IN THE CLASSROOM

Although you came here expecting to learn about American culture, you perhaps did not know that you were going to learn about the many other cultures you find in the ELI! There are many differences, which you will see in the classroom.

Some common misconceptions about other cultures and the American expectation follow:

1. *My classmate is very shy. He never looks at the teacher and does not like to answer questions.*

Misconception: This student is probably not shy, just being polite. In his culture, students must wait for the teacher to call on them or just listen respectfully. He might like to participate more but be unsure how to do it.

American expectation: American teachers want you to raise your hand to ask questions and answer them. If you are asked a question, try to answer right away and not with a long period of silence.

2. *My classmate is always talking to her friends in class and I can't hear the teacher. She is a little bit rude.*

Misconception: This student probably does not understand the teacher, and is asking her

friends to clarify what is being said. She does not want to interrupt the teacher, which would be impolite in her country.

American expectation: If you don't understand, you can raise your hand and ask the teacher to repeat. If you have a lot of trouble, you may bring a tape player to record the class and listen carefully afterward. Finally, you may make an appointment with the teacher to discuss any questions.

3. *My classmate is so loud! He always laughs at the teacher's jokes and tries to answer her questions before anyone else. He must think he is smarter than anyone else!*

Misconception: This student is trying to please the teacher by listening carefully to him and always participating in class. He is engaging in friendly competition, but he expects everyone else to do the same. He may not realize that other students are politely waiting for him to finish instead of jumping in.

American expectation: Turn-taking is very important to ensure fairness, so American teachers want students to raise their hands. However, laughing at jokes and paying close attention to the lesson is appreciated by the teacher.

4. *My classmate told the teacher she disagrees with her about the topic we were discussing and about the class grading procedure. She is not respectful.*

Misconception: This student is expressing her point of view. She may not realize that some topics are better than others for this type of participation.

American expectation: Comments and even criticism about the topic under discussion are acceptable, as long as they are respectful. If you want to talk about how the class is run, the grading, or anything of a personal nature, make an appointment with the teacher.

MEDICAL INFORMATION

American health care system: in the United States, people go to the hospital only for serious problems, such as being in an accident, having surgery (operations) or being seriously ill. If you have minor problems, such as flu, a cold or a sore throat, you should visit a doctor's office. Doctors' offices are not in hospitals – they are in separate business buildings. At the University of Pittsburgh, routine doctor's office visits can be taken care of at the Student Health Services clinic. The Wellness fee for this clinic is \$60.00 and is a mandatory fee at the University of Pittsburgh. Visits to the hospital are very expensive; therefore, hospital insurance is **required**.

Medical Emergencies in the ELI: It is the ELI policy that any time an ELI student shows signs of a serious medical issue, ELI staff and faculty must call 911 for medical assistance. For example, if a student complains of the symptoms of a heart attack, the ELI will call an ambulance. In a medical emergency, the first priority of the ELI is always the well being of its students, and 911 will be called even if the ill student protests or is not insured. Ambulance rides can cost from \$400 to over

\$1000, depending on the kind of care the crew must provide and the distance traveled. Patients are responsible for the cost, and patients without health insurance will be responsible for the entire cost of ambulance service. This means that you-not the ELI- must pay for the ambulance, even if an ELI teacher or employee called for the ambulance. Please keep this in mind when you are considering your health insurance options in the United States. The ELI requires that students buy health insurance.

ELI students should have two types of health care coverage:

1. Hospital insurance
2. Doctor

HOSPITAL INSURANCE. If you go to a hospital, the hospital will charge you directly. The Student Health Service fee does not cover the cost of going to a hospital. *Hospital care is very expensive.* People do not go to the hospital to see a doctor – they go to the hospital for emergencies or to have an operation. There are many international student health insurance plans offered online. The ELI Student Services Supervisor can help you understand your choices.

STUDENT HEALTH SERVICE. Phone: 412-383-1800.

The University of Pittsburgh Wellness fee is mandatory. Students pay the fee as a part of tuition fees and may visit the [Wellness Center](#) for routine illnesses or checkups.

Location: Wellness Center, Nordenberg Hall, 119 University Place, Pittsburgh, PA 15260

<u>Hospitals</u>	<u>Doctor’s office or Student Health Service</u>
<p>Illness</p> <ul style="list-style-type: none"> ○ emergencies (cuts, accidents, broken bones, severe internal pain, etc.) ○ surgery and operations (must be recommended by a doctor first) <p>Location</p> <ul style="list-style-type: none"> ○ emergency room of a hospital <p>Cost</p> <ul style="list-style-type: none"> ○ expensive – national average is \$383/visit to an emergency room ○ surgeries – depends on type but usually cost \$2000-\$10,000 ○ hospital insurance - about \$500/term 	<p>Illness</p> <ul style="list-style-type: none"> ○ routine illness (cold, flu, sore throat, achiness etc) ○ general checkups and examinations <p>Location</p> <ul style="list-style-type: none"> ○ not in a hospital – doctors’ offices are in business buildings ○ Call for an appointment <p>Cost</p> <ul style="list-style-type: none"> ○ Depends on doctor and procedure but national average is \$60/visit ○ Pitt Student Health Service fee is \$60/semester and is mandatory

DENTISTS: You must make your own arrangements with a dentist in private practice (which can be very expensive) or you can go to the university’s [School of Dental Medicine](#) clinic. Dental

appointments at the School of Dental Medicine clinic are not included in your Student Health fee. You must make an appointment in advance. The fees at the clinic are usually very reasonable.

COUNSELING CENTER: The [Counseling Center](#) is available to any student who has personal problems, such as depression or ‘culture shock,’ that are disrupting his or her life. It is free, voluntary, confidential, and staffed by professional counselors. Location: Second Floor, Nordenberg Hall, Wellness Center. For an appointment or information call **412.648.7930**.

SAFETY ADVICE

On campus, emergency ‘blue light’ phones will automatically connect you with campus police. Just pick up the receiver. You will see these phones in various public areas on campus.

When walking or jogging:

- Go with someone.
- Stay away from isolated areas.
- Try to stay near streetlights.
- Hold your purse or briefcase close to your body.
- A front pocket is safer for your wallet than a back pocket.
- Do not carry more money than you need.

If someone follows you:

- Cross the street or change direction.
- Keep looking back so the person knows you can’t be surprised.
- Don’t go to your own apartment if you think you may be followed there; instead, go to a well-lighted area. Enter a building or go anywhere there are people.
- Notice and remember as much as possible about the person so you can give a good description.

If someone robs you:

- Don’t resist. No amount of money is worth taking chances with your life.
- Notify campus police or Pittsburgh city police immediately.
- Try to give a description that includes approximate age, height and weight, and details on hair, clothing, jewelry, scars, tattoos, etc. Mention anything that is noticeable.

In your room or apartment:

- Keep your door locked day and night.
- Don’t let strangers enter. Open your door only if you know the person.

Protect your property:

- Engrave expensive equipment and valuables with an ID number.
- Don’t leave your belongings (books, backpacks, coats, etc.) unattended even for a minute in libraries, hallways, gym facilities, or rest rooms.

- Don't leave backpacks in ELI classrooms when there is no-one there (for example, during lunch breaks).

If you are out late at night on campus:

- Use the campus shuttle buses (schedules available from the information desk of the Student Union). Anyone who needs a ride can call **412.648.2255** and be picked up.

In a car:

- Keep doors locked while you are driving.
- Don't pick up hitchhikers.
- Check the back seat before you get into the car.
- Don't leave property in the front or back seat when you leave your car.
- Don't sit in the car talking on your cell phone or putting on make-up in a dark or deserted place.

Protect your car:

- Always lock your car and take the keys.
- Lock valuables in the trunk.
- Park in well-lighted areas.

Don't hitchhike. Report suspicious activity and vandalism immediately. Campus police will take students to the university hospitals in case of emergency.

<i>DO YOU KNOW WHEN YOU ARE IN DANGER?</i>

Rely on your **intuition**. If you suddenly get the feeling that something is wrong, even though you can't say why, pay attention to that signal. The mind can process much more information much more rapidly than you can imagine. Although you don't consciously or logically understand it, all the information your brain receives might add up to a danger signal. If you get that feeling in your gut, or that creeping sensation in your neck, start looking for the cause and get into a safe place quickly.

But there are also ways of **predicting** who might be dangerous to you. Whether you are a foreigner or not, there are people who might want to take advantage of you for some reason. These people behave in predictable ways. If you meet one of them, *do not hesitate to be impolite*. It is much better to offend someone than to be in danger yourself. Watch out for the following situations:

Forced Teaming: This person in some way makes you feel that you are in the same boat, that you are a team, even though you are complete strangers.

“We've got to get you home.” “We're some team.” “Both of us.”, etc.

Sometimes these people are con artists and are trying to get some money from you. Sometimes they want something more.

Charm and niceness: Charming people seem to be very nice. Many times, they are genuinely nice. Most times when you look behind the charm there will be nothing dangerous, but sometimes there will. Niceness does not equal goodness. A smile may be deceptive.

A man approaches a woman on the street, and offers to hold her shopping bags while she opens her apartment door. Then, he insists on carrying her bags upstairs.

No matter how charming the person is, remember what is important, not what he says: *You do not know him and he wants to come into your home.* That is not appropriate. If someone you don't want to talk to is being "nice", you may still leave, or refuse his offer, even if it seems rude. After all, *it isn't nice of him to ignore what you want.*

Too Many Details: When people want to deceive you, they will often use this technique. This is because when they lie, their story doesn't sound convincing to them, so they keep talking. Your defense against this tactic is to keep in mind the context that all these details are occurring in.

A stranger approaches you. He asks what time it is. He explains that he is locked out of his apartment because he lost his watch and was late for an appointment.

Keep in mind the context: HE IS A STRANGER. Explain the he will need to get help somewhere else.

Typecasting: A man labels a woman in a slightly negative way, so that she feels she has to prove him wrong:

*You women are all so suspicious.
You're probably too snobbish to talk to someone like me.*

The best defense to typecasting is silence. If you engage, you might win the point, but you are spending time on someone who doesn't really care what he is saying. He just wants the typecasting to make you talk to him.

The Unsolicited Promise: If the person gives you a promise about something that he really doesn't have to, then you should look out.

I will just take these bags in and then go. I promise.

Why is he promising something that is obvious? Does he have a sinister intent? When someone says, "I promise" for no good reason, say to yourself "*You're right. I don't trust you. Thanks for pointing it out.*"

Discounting the Word "No": The last but most important signal is when someone ignores your "no". If you continue to interact with this person, be sure that he knows that you are not vulnerable and easily overcome. Do not negotiate with this person. If you do, you are only giving him the possibility of getting what he wants. When someone ignores your "no", ask yourself why he is

seeking to control you. What does he want? It is best to get away from that person altogether, but if you can't, then answer in a loud and confident voice

"I said NO!"

Although you may feel this is rude, it is nothing compared to what the person is doing to you.

EMERGENCY CONTACT INFORMATION

There are two systems in place to make contact with you or someone you decide to be your contact in case of an emergency such as a tornado, an accident you are involved in, or a bomb threat to the university. Both systems use your cell phone as the means of contact.

Pitt System

When you log on to my.pitt.edu, there is a button at the top of the screen that says "Emergency Notification". Click on this button. A window will open asking you to subscribe to the service by entering up to three phone numbers. One of them should be your cell phone number. You must choose if you want to receive the emergency message as voicemail or as a text message. Finally, click the submit button and you are subscribed. The university will notify you if there is any emergency on campus that you need to be aware of. Please leave your cell phone on "silent" when in class in order to be able to receive the message on time without disturbing the class. This is very easy and is well worth your time.

ICE system

Emergency workers have noticed that when someone is in an accident, he or she usually has a cell phone filled with numbers. But the emergency worker cannot tell who to contact. So they have proposed that everyone enter the number of someone that should be notified immediately under the name ICE (for in case of emergency). That way, your friend, family member or the Student Services Supervisor can be notified immediately. If you have more than one person you want notified, enter them under ICE 1, ICE 2, etc.

EMERGENCY TELEPHONES

More than 500 emergency phones throughout campus will automatically and immediately connect you with campus police. Just pick up the receiver. You will see these phones, indicated by a blue light, in many public areas on campus.

Campus police, emergency: 412-624-2121

On-campus emergencies: 811

Pittsburgh city police: 911

Pittsburgh fire department: 911

Pittsburgh ambulance: 911

ELI Emergency Number

412-420-9539