CESL EVENING PROGRAM STUDENT HANDBOOK

CENTER FOR ENGLISH AS A SECOND LANGUAGE
THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

For the most up-dated edition please check our webpage at:
http://www.cesl.arizona.edu/evening

Fall 2015
# Table of Contents

## Contents

- Registration Checklist ................................................................. 3
- Placement Exam Information .......................................................... 3
- Placement Appeal Process ............................................................. 4
- Evening Program Orientation ......................................................... 5
- Understanding Course Expectations ................................................ 6
- Evening Program Certificate Program ............................................. 8
- Program Certificate Request Form .................................................. 9
- Evening Program Course Outcome Table .......................................... 10
- Grade Appeal Process ..................................................................... 13
- Withdrawals, Transfers, Refunds or Deferrals .................................. 14
- CESL Policies/Student Handbook Supplement ................................... 16
- Immigration ..................................................................................... 17
- Immigration Information for F-1 or J-1 Visa Holders ........................ 18
- CESL Social Media Policies and Best Practices ................................. 19
- Emergency and Crisis ..................................................................... 21
- Complains & Grievance Procedure .................................................. 22
- Formal Student Grievance Form ....................................................... 23
- Benefits of CESL Programs ............................................................ 24
Registration Checklist

Before you start taking classes, you must follow these steps:

1. Apply and pay: send your application to CESL by email (cesl@email.arizona.edu), fax (520-621-3637) or submit in person in CESL office 101. Your application should include:
   - CESL Program Application
   - Show proof of MMR Immunization
   - Pay tuition and fees
2. Take the Placement Exam before you start your classes.
3. Discuss level and placement with the Evening Program Coordinator.
4. Start classes.

Placement Exam Information

The Evening Program’s placement exam is the same exam the daytime IEP students take. It consists of five major components which take more or less time depending the student’s level of English proficiency. All new students are required to take a placement exam before beginning their class in any session. For more information on placement testing, see our FAQ section on the Evening Program website!

<table>
<thead>
<tr>
<th>Part</th>
<th>Section</th>
<th>Format</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Reading</td>
<td>Computer-based, 2 sections</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Part 2</td>
<td>Listening</td>
<td>Computer-based, 3 sections</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Part 3</td>
<td>Grammar</td>
<td>Computer-based, 2 sections</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Part 4</td>
<td>Writing</td>
<td>Questions and essay (by hand)</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Part 5</td>
<td>Speaking</td>
<td>Interview</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Total: 75 minutes

*The placement exam could take longer depending on the number of students taking the test at the same time. The placement exam is also followed by a meeting with the Evening Program Coordinator in order to discuss the score you obtained and the classes you could take based on your score.
Placement Appeal Process

We at CESL understand that tests are nothing more than imperfect measures of our students’ abilities in English, and sometimes, the test is not a clear indication of a student’s true ability. Below you will find a sample of the Evening Program’s placement appeal form. Please use this form if you feel that you’ve been misplaced in your class, or if you would like to change your level to a class which more accurately matches your goals.

Note: Your instructor has the final word on approval in all placement appeals. All appeals must be made final by the end of Week 2. No appeals will be accepted following that deadline.

------------------------------------------

CESL Evening Program Placement Appeal Form

Student Name: _________________________________________________________________

Family Name                               First Name                     Middle Name

Student ID# _______________________________ Date: __________________________

Original Placement: ______________________ Suggested New Level: _______________

Please provide a brief explanation for initiating this change:

_____________________________________________________________________________

_____________________________________________________________________________

INSTRUCTORS, please approve the change by signing below only if you agreed with the suggested new level.

_____________________________________________________________________________

Instructor’s name                          Instructor’s signature             Date

Please, submit this form directly to the Evening Program Coordinator.
Evening Program Orientation

Orientation for CESL’s Evening Program is conducted during Week 2 when enrollment is closed. The following description outlines the different stages and benefits of the Evening Program orientation. If students are not present during the scheduled orientation, it is the student’s responsibility to obtain the necessary information from teacher/s, staff, and/or the program coordinator on their own time.

**Step 1: Receive ID cards**

All Evening Program students are issued an official CESL ID card. In addition to proving that you are allowed in the CESL building, the card has many functions. First of all, the CESL ID card includes your CESL ID number and your UAccess ID number. You will also use this card to check out materials from the CESL library. *(The CESL ID is only good for services offered within CESL. It cannot be used at the UA library, recreation center, or other UA services.)* Your CESL ID card is valid for one session only, but it will help you to register for future classes quickly. If you are a daytime IEP student, you will need a separate ID card for your participation in the Evening Program.

**Step 2: Library Orientation and IRP**

After receiving your CESL ID card on Week 2, you and your entire class will visit the CESL library where our librarian will show you the full range of materials that are available to you and will explain the checkout procedures and return policies. It costs nothing to check out books or DVDs; however, all materials must be returned by the return date or by the end of Week 7. The librarian will also introduce to you CESL’s Independent Reading Program (IRP). Through this program, you are encouraged to read several of CESL’s leveled books towards a session goal. If you are successful, you will receive a reward for your effort and will be allowed to join a pizza party with other IRP contestants. For more information, visit the CESL library.

**Step 3: CESL Computer Lab Orientation**

Following the library orientation, you and your class will visit CESL lab 210. All students will have to fill out a registration form that includes your personal information and some release forms. If you are a new student at CESL, you will be given a PIN to to create a UA NetID, which includes a login ID and password. *You need to remember your UA NetID and your password in order to use the computers in CESL Lab 210. If you forget your password, it will be your responsibility to reset your password with the UITS office.* The lab assistant will take you through the English language learning software programs available on our computers. You may use these programs outside as well as inside of your classes, so please take advantage of them.

**Step 4: Student Activities**

Each session, CESL organizes trips to interesting locations in and around the Tucson area. These trips are not only a good opportunity to learn more about the local culture, but also a great way to make friends and meet other CESL students. Please check the list taped up near the entrance to each classroom for information on upcoming events. You’re also encouraged to visit our student activities website for up-to-date information regarding upcoming activities, CESL-wide events, and for details on dates, times, and pricing.
Understanding Course Expectations

All the relevant information you need to know about the course you have enrolled in will be clearly stated in your course syllabus, which will be distributed by Week 1. The syllabus lists important information such as course rules, grading standards, and other specific aspects of your evening experience. Successful students check their course syllabus often to stay on top of assigned work and other upcoming assignments. Below you will find information which is detailed in your course syllabus. If you have difficulty reading or understanding any part of your course syllabus, please ask your instructor and they will be happy to fill in the details for you.

**Required Materials:** Textbook and other supplies that you need to bring every class.

**Course Description:** The general course design, objectives and expectations.

**Learning Outcomes:** The skills a student must master in order to pass this class.

**Class Rules:** What you should do and should not do in your evening class.

**Grading Framework:** A point-by-point breakdown of the assignments and assessments you will need to complete and their weight and/or percentage towards your final grade in the class.

*Note: your Evening Program grades do not affect your overall GPA in your full-time IEP classes.*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark as %</td>
<td>0-59%</td>
<td>60-69%</td>
<td>70-79%</td>
<td>80-89%</td>
<td>90-100%</td>
</tr>
<tr>
<td>Level of Performance</td>
<td>Failing</td>
<td>Weak</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Very Low</td>
<td>Low</td>
<td>Average</td>
<td>High</td>
<td>Very High</td>
</tr>
<tr>
<td>Definition of Achievement Level</td>
<td>No / little evidence of expected knowledge and skills.</td>
<td>The expected knowledge and skills have been demonstrated in limited ways.</td>
<td>Enough of the expected knowledge and skills have been demonstrated.</td>
<td>Most of the expected knowledge and skills have been demonstrated.</td>
<td>The expected knowledge and skills have been demonstrated clearly and effectively.</td>
</tr>
<tr>
<td>Status in Program</td>
<td>Repeat course at current level</td>
<td>Advance to next level in program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students receive letter grades A to E as final grades for each course based on the results obtained in all assignments and assessments. A, B and C are considered passing grades while D and E are failing grades.
**K grade:** In addition to the A to E grades detailed in the previous grading scale, a student may be given a “K” grade. The K grade is intended for situations where the student has worked hard in the course but has not been able to demonstrate the required knowledge or skills needed to obtain a passing grade in the course. A K grade may be given under the following circumstances:

a. A student was not able to complete the course due to extenuating circumstances;
b. In the case of General English courses, a K grade may be also given if a student fails a course but is unable to repeat the course because it is offered on a yearly basis only. In such cases, the student will be allowed to move to the next level, but must obtain a passing grade in that course in order to continue in the program. A student who fails two consecutive courses will not be allowed to take classes in the following level unless the student takes the placement exam again.

**Absences:** CESL absence policy for the evening classes and how they affect your grade and eligibility for a certificate.

**Level and Grade Appeals:** The procedures you can follow if you feel that you have been placed in the wrong level or if you think that your final grade in this class does not reflect your class performance.

**Academic Integrity Policy:** What plagiarism is and the ways it can negatively affect your status at CESL.

**Photocopying Policy:** Limitations on the amount you are legally allowed to copy from textbooks and other licensed materials.

**Other CESL Policies:** As outlined in your CESL Student Handbook.

**Weekly Schedule Calendar:** A week-by-week detailed schedule showing what you can expect in terms of chapters to be covered in the textbook, upcoming homework assignments, and other projects.
Evening Program Certificate Program

All Evening Program students are eligible to receive a certification of completion upon finishing their evening course with a passing grade. A passing grade constitutes any grade between A and C. Grades D, E, and K are not considered passing grades in CESL’s Evening Program. In addition to rewarding its students for the hard work they do in their individual classes, we also award certificates to students who show long-term commitment to excellence in English. These are known as our professional and academic certificates.

Q: Why should I earn a professional/academic certificate?

A: Many students who study with us are strengthening their English skill for advancement in the workplace or to improve their chances for success at entering or surviving in local academic programs such as those offered by the university. The certificate is proof that you are committed to improving your English for a particular goal, and it can be used for purposes of advancement in the workplace, in applications to academic programs, or as proof of attendance to academic advisors.

Q: What do I have to do to earn a professional/academic certificate?

A: All you have to do to earn a professional or academic certificate is take a minimum of four part-time Evening Program classes which specialize in a particular area. The following is a list of courses which count toward each track of study:

**Evening Program Course Offerings by Track**

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Name</th>
<th>Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>General English Basic I &amp; II</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>General English Beginner I &amp; II</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>General English High-Beginner I &amp; II</td>
<td>Professional</td>
</tr>
<tr>
<td>Intermediate</td>
<td>General English Intermediate I &amp; II</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>General English High-Intermediate I &amp; II</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>Introduction to TOEFL/IELTS</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Professional, Academic</td>
</tr>
<tr>
<td></td>
<td>Conversation</td>
<td>Professional, Academic</td>
</tr>
<tr>
<td></td>
<td>Business English</td>
<td>Professional, Academic</td>
</tr>
<tr>
<td>Advanced</td>
<td>General English Advanced I &amp; II</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>TOEFL Preparation</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>IELTS Preparation</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>English for Academic Purposes</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Advanced Grammar</td>
<td>Professional, Academic</td>
</tr>
<tr>
<td></td>
<td>Advanced Pronunciation</td>
<td>Professional, Academic</td>
</tr>
<tr>
<td></td>
<td>Advanced Discussion and Presentation Skills</td>
<td>Professional, Academic</td>
</tr>
<tr>
<td></td>
<td>Advanced Business English</td>
<td>Professional, Academic</td>
</tr>
</tbody>
</table>
Complete this form to request your Part-Time Program Certificate upon successful completion of the required courses. Once successful completion of the required courses has been verified, a Program Certificate will be issued to the student or mailed to the name and address given on this form. Please submit your certificate request by fax at 520-621-9180 or in CESL room 100.

Please print or type clearly.

Your name: __________________________________________

Family Name  First Name  Middle Name

CESL ID# ___________________________  Are you a CESL student now?  YES  NO

Sessions enrolled __________________________________________

Program Certificate you are requesting (circle one):

Professional English Program  Academic English Program

Note: For the Professional English Program certificate you need to successfully complete the following courses:
- General English (Beginner level)
- Discussion and Presentation Skills
- Pronunciation
- Conversation

Note: For the Academic English Program certificate you need to successfully complete the following courses:
- General English (Intermediate or Advanced level)
- English for Academic Purposes
- TOEFL/IELTS Preparation
- Advanced Grammar

If you are not picking up the certificate, where should we send the Program Certificate?

Name: _____________________________

Address: _____________________________

Tel.: _____-____-______  E-mail: ________________________________

Signature: ___________________________  Date: ___________________
Evening Program Course Outcome Table

CESL's Evening Program is designed to help its students achieve their professional and academic goals using a combination of excellent teaching methods and careful course design. Below, you will find a complete list of the student’s learning outcomes which your Evening Program class will help you to achieve. You will need to have a certain level of English proficiency before you are allowed to enter any of our elective-based courses; your proficiency level is determined by the CESL placement exam, your record of courses completed, or your course level in CESL’s Intensive English day Program (IEP).

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Session I</th>
<th>Session II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>• use simple affirmative sentences using the verb be and subject pronouns in speaking and writing;</td>
<td>• use the verb be and subject pronouns in negative statements and questions;</td>
</tr>
<tr>
<td></td>
<td>• ask yes/no and w/h-questions using the verb be and subject pronouns in speaking and writing;</td>
<td>• make simple requests using can;</td>
</tr>
<tr>
<td></td>
<td>• use and spell correctly basic vocabulary to identify numbers, family members, professions, cities and countries;</td>
<td>• use plural and possessive nouns, as well as demonstrative pronouns and possessive adjectives;</td>
</tr>
<tr>
<td></td>
<td>• complete forms with personal information;</td>
<td>• use and spell correctly descriptive adjectives for clothing, food, colors, and other topics;</td>
</tr>
<tr>
<td></td>
<td>• understand and use simple phrases and questions in every day communicative situation.</td>
<td>• write simple sentences describing people, things, and places using correct sentence structures;</td>
</tr>
<tr>
<td><strong>Beginner</strong></td>
<td>• make statements and yes/no and w/h-questions using the simple present tense in speaking and writing;</td>
<td>• ask and answer yes/no and w/h-questions in the simple present and simple past;</td>
</tr>
<tr>
<td></td>
<td>• express different degrees of frequency when talking about habits;</td>
<td>• express preferences using the verbs like and want;</td>
</tr>
<tr>
<td></td>
<td>• use and spell correctly vocabulary related to locations, days and months, daily activities and jobs;</td>
<td>• ask for permissions and make requests using modal such as can and could;</td>
</tr>
<tr>
<td></td>
<td>• give and follow commands and directions;</td>
<td>• use the simple past tense of the verb be and the most common regular and irregular verbs;</td>
</tr>
<tr>
<td></td>
<td>• recognize important information in calendars, schedules and maps;</td>
<td>• use and spell correctly vocabulary related to homes, leisure activities, and life events;</td>
</tr>
<tr>
<td></td>
<td>• write short descriptive paragraphs about people and places using appropriate punctuation and capitalization.</td>
<td>• write short narrative paragraphs about past events using appropriate punctuation and capitalization;</td>
</tr>
<tr>
<td><strong>High-Beginner</strong></td>
<td>• demonstrate mastery of the verb be and the simple present tense in statements and questions;</td>
<td>• demonstrate mastery of the simple present and simple past tenses in statements and questions;</td>
</tr>
<tr>
<td></td>
<td>• use appropriate determiners including articles, demonstrative pronouns, and possessive adjectives;</td>
<td>• identify count and non-count nouns and use appropriate quantifiers;</td>
</tr>
<tr>
<td></td>
<td>• use vocabulary related to nationalities, family relations, sports, and vacations;</td>
<td>• use there + be and the verb have in speaking and writing;</td>
</tr>
<tr>
<td></td>
<td>• identify main ideas in texts, such as newspaper articles, ads, and websites;</td>
<td>• know and appropriately use vocabulary related to food, house, furniture, places, and transportation;</td>
</tr>
<tr>
<td></td>
<td>• write descriptive and narrative paragraphs showing control of verb tenses, adverbs, and time expressions;</td>
<td>• write letters and emails using appropriate formats;</td>
</tr>
<tr>
<td></td>
<td>• identify a sequence of events in a narrative text or speech;</td>
<td>• identify main ideas and details in texts, such as descriptions, letters, and articles;</td>
</tr>
<tr>
<td></td>
<td>• use appropriate expressions to start and finish conversations;</td>
<td>• identify main ideas and details in conversations and speeches;</td>
</tr>
<tr>
<td></td>
<td>• express requests and suggestions related to leisure activities.</td>
<td></td>
</tr>
<tr>
<td>Course Name</td>
<td>Session I</td>
<td>Session II</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Intermediate</td>
<td>• use the simple present, present progressive, and simple past tenses;</td>
<td>• use the present perfect tense in statements and questions to express experiences;</td>
</tr>
<tr>
<td></td>
<td>• describe people, weather and forms of entertainment using comparative and superlative adjectives;</td>
<td>• use various verb tenses to express future;</td>
</tr>
<tr>
<td></td>
<td>• express preferences using appropriate vocabulary and conjunctions;</td>
<td>• use vocabulary related to education, transportation and traveling;</td>
</tr>
<tr>
<td></td>
<td>• write compare-and-contrast paragraphs using a variety of verb tenses and appropriate transitional phrases;</td>
<td>• explain the meaning of signs and rules in brochures and articles using modals;</td>
</tr>
<tr>
<td></td>
<td>• identify other people's opinions and express their own opinions in discussions.</td>
<td>• write informal letters and emails expressing feelings and plans;</td>
</tr>
<tr>
<td></td>
<td>• demonstrate mastery of the simple present, present progressive, simple past, present perfect and future tenses;</td>
<td>• write compare-and-contrast paragraphs using appropriate transitional phrases;</td>
</tr>
<tr>
<td></td>
<td>• describe daily routines in the present and past using appropriate tenses and frequency adverbs;</td>
<td>• understand gist and meaning from context in conversations and speeches.</td>
</tr>
<tr>
<td></td>
<td>• write short biographies about personal experiences and achievements;</td>
<td>• form statements and questions in present perfect using <em>for</em> and <em>since</em>;</td>
</tr>
<tr>
<td></td>
<td>• write informal texts such as emails and invitations using appropriate formats;</td>
<td>• use different modals to express obligations, such as <em>should</em>, <em>can</em>, and <em>have to</em>;</td>
</tr>
<tr>
<td></td>
<td>• ask and answer questions about habits, favorite music and food;</td>
<td>• use intensifiers, such as <em>enough</em>, <em>too much/many</em> and <em>too</em>;</td>
</tr>
<tr>
<td></td>
<td>• deliver short presentations about music, food, and restaurants using sensory verbs and adjectives to express likes and dislikes.</td>
<td>• write stories using a variety of verb tenses, adverbs, and time expressions;</td>
</tr>
<tr>
<td></td>
<td>• use conditionals, the passive voice, and a variety of present and past tenses;</td>
<td>• express decisions and opinions in conversations;</td>
</tr>
<tr>
<td></td>
<td>• use vocabulary related to appearance, personality, illnesses, work, and crime with accuracy;</td>
<td>• make short presentations related to personalities, life activities, and geographical features.</td>
</tr>
<tr>
<td></td>
<td>• write complex sentences expressing reasons and purpose with <em>because</em> and <em>in order to</em>;</td>
<td>• write complex sentences expressing hypothetical situations in the past;</td>
</tr>
<tr>
<td></td>
<td>• write narrative paragraphs telling stories using a variety of verb tenses and the passive voice;</td>
<td>• write long letters expressing opinions on business topics;</td>
</tr>
<tr>
<td></td>
<td>• understand gist and identify details in long articles about current social topics;</td>
<td>• write cause-and-effect paragraphs to support opinions on controversial topics;</td>
</tr>
<tr>
<td></td>
<td>• identify true and false statements about texts in articles or websites;</td>
<td>• express other people's statements and opinions using reported speech;</td>
</tr>
<tr>
<td></td>
<td>• ask and answer questions in the context of job interviews.</td>
<td>• give persuasive presentations expressing opinions on controversial topics.</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Business English</td>
<td>Conversation</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>- appropriately use vocabulary and expressions common in business situations;</td>
<td>- effectively initiate, maintain, and conclude conversations;</td>
</tr>
<tr>
<td></td>
<td>- communicate effectively when expressing excuses, apologies, cancellations, etc.;</td>
<td>- understand and appropriately use common slang, idioms, and phrasal verbs;</td>
</tr>
<tr>
<td></td>
<td>- explain clearly when making descriptions, explanations, reports, etc.;</td>
<td>- discuss American customs and current events and express opinions;</td>
</tr>
<tr>
<td></td>
<td>- write effective job applications, emails, letters and/or reports commonly used for business purposes;</td>
<td>- compare similarities and differences between their life experiences/customs and the American culture;</td>
</tr>
<tr>
<td></td>
<td>- make a short presentation about a product using appropriate marketing language.</td>
<td>- express and support their point of view on controversial issues.</td>
</tr>
</tbody>
</table>
Grade Appeal Process

We at CESL understand that the process of assigning/receiving grades is never an easy one, and that on occasion, a student’s assigned grade does not match their true advancement in a course. Below you will find a sample of the Evening Program’s grade appeal form. Please use this form if you feel that the grade you have been assigned by your instructor is inaccurate.

Note: All grade appeals must be made final within two weeks of the end of classes. No appeals will be accepted following that deadline.

CESL Evening Program Grade Appeal Form

Note to student: All grade appeals must be submitted in writing directly to your instructor no later than two weeks following the final day of class. All grade change appeals are accepted or denied by the course instructor alone. The Evening Program Coordinator fully supports the instructor’s decision in this matter.

Student Name: ________________________________
Family Name: ________________________________
First Name: ________________________________
Middle Name: ________________________________
Student ID#__________________________ Date: _________________

Assigned Grade: A B C D E K
Grade Expected by student: A B C D E K

Please provide a brief explanation of why you believe the grade you received was unfair:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

(For office use)
Instructor, please check one of the following boxes to either accept or deny the grade appeal.
☐ I accept this appeal as is
☐ I reject this appeal; the originally assigned grade is final
☐ I accept this appeal, but reevaluate the student’s final grade to (circle one): A B C D E K

Instructor’s printed name ____________________________
Instructor’s signature ____________________________ Date: _________________

Please, make a copy of this form. Submit the original to the Evening Program Coordinator and the other copy to the student. Thank you!
Withdrawals, Transfers, Refunds or Deferrals

Request for Withdrawal

Date: 

CESL Number: 

Refund _______ Deferral _______

Student Name: ___________________________ Immigration Status: ___________________________

Local Address: ___________________________ Postal Code: ___________________________

Local Phone: ___________________________ Email: ___________________________

Current Course: ___________________________ Current Session: ___________________________

Session Withdrawing From: ___________________________

- If you have entered the USA with a CESL I-20 and wish to withdraw before attending CESL there is a $300.00 withdrawal fee payable by cash, money order, or credit card only. When payment has been made, and an admission letter and transfer form from the new school have been received, CESL will transfer you to the new school.
- CESL students who are not in good standing at CESL may be ineligible to transfer to another school.
- Students who are in F-1 immigration status and withdraw during a session will have their I-20s terminated for authorized early withdrawal and will have 30 days to depart the U.S.
- Students who are withdrawing from the Academic Bridge Program will also be required to withdraw from the University of Arizona through the Registrar’s Office.

Signature of the Student: ___________________________ Date: ___________________________

Admissions Office Signature: ___________________________ Date: ___________________________

Business Office Signature: ___________________________ Date: ___________________________

Office Use Only:

<table>
<thead>
<tr>
<th>Date Received</th>
<th>Withdrawn from CESL database, notify Program Coordinator</th>
<th>Terminated in SEVIS</th>
<th>Sent to Accounts Payable</th>
</tr>
</thead>
</table>
Refund or Deferral Policy

To receive a refund or deferral, students must officially withdraw. Students with an F-1/J-1 visa must leave the USA immediately.

- The application fee is not refundable, transferable, or deferrable.
- The SEVIS payment fee is not refundable, transferable or deferrable.
- All fees (student services, health and technology fees) are not deferrable.
- There are no refunds or deferrals for partial payments.
- There are no refunds for skill intensive workshops or customized courses.

A. Tuition Refunds. Students who officially withdraw from CESL will receive a partial refund on tuition according to the schedule listed below. There are no refunds after the first week of classes of the current session. Tuition prepaid for future sessions may be refunded up to 90%.

   i. Withdrawing before the first day of class 90%
   ii. Withdrawing on the 1st day of class 50%
   iii. Withdrawing in the first week 50%
   iv. Withdrawing after the 1st week NO REFUND

Fee Refunds. Student services, health, technology fees are 90% refundable prior to the first day of class. Application fees and SEVIS fees are non-refundable.

Students sent by agency consultants who withdraw may incur a deduction from any refund equal to any current or future commission rates paid. Students who do not report, register or attend by the end of the first week of class will forfeit prepaid tuition and fees.

B. Tuition Deferrals. Students withdrawing or changing programs prior to the end of the first week of class may defer 100% of tuition toward next session programs. Deferrals not used by the following session will be forfeited. TEFL students may defer tuition until the next TEFL program within one year. Any funds not deferred will be refunded at 90%.

Exceptions (Subject to approval of the CESL Director):

a. Students who are denied a visa for study at CESL will receive a 100% refund of tuition only. The application fee is non-refundable. Documentation of the denial must be submitted from the US Embassy/Consulate and the I-20 returned to CESL to receive the refund.

b. If a course is canceled due to lack of enrollment, students have the option to transfer to another class, or all tuition and fees will automatically be deferred without penalty to the next session.

c. For students who enter the USA with the CESL I-20 and request a transfer before the beginning of their first session, there is a $500.00 transfer fee. Students who transfer before the completion of their first session are not eligible for tuition deferrals or future alumni or returning student promotional discounts. Students may not transfer to another institution after registering at CESL or after the first day of class.

d. Students who withdraw from tutoring prior to the second tutoring session may receive 90% refund of tutoring tuition.

Refund Policy Refunds are limited; CESL gives no refunds except in documented, extenuating circumstances. All refunds must be approved by the program administrator. If a refund is granted, CESL fees application and SEVIS fees are non-refundable. If payment was made by cash or check, refunds are processed through the University/Accounts Payable Department. Note that the reimbursement process can take from 4-6 weeks. Credit card refunds are processed directly by CESL via credit back to the original card that was used for payment. Classes cancelled by CESL will be refunded in full.
CESL Policies/Student Handbook Supplement

**Academic Integrity:** Students are expected to hand in their own new original work. Recycling assignments from previous classes is not permitted. This is the only way that a teacher can identify problems and help students improve. Use of outside sources must be quoted properly or paraphrased and be clearly documented. No form of cheating or plagiarism will be tolerated. Such behavior may lead to a failing grade on the assignment in question or for the course. For further details on the University of Arizona Academic Code, please refer to: [http://deanofstudents.arizona.edu/academicintegrity](http://deanofstudents.arizona.edu/academicintegrity)

**Americans with Disabilities Compliance:** CESL strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with disabilities requiring special accommodations must notify the instructor or the Program Coordinator of this need.

**Withdrawal from Class:** In cases of emergency, it may be necessary to return home and withdraw from CESL before the end of a session. If you withdraw from CESL and you are in F-1 or F-3 status, you must depart the U.S. within 2 weeks; you are ineligible for the 60 day grace period. In order to withdraw, you must complete the withdrawal form at [http://www.cesl.arizona.edu/refund-policy](http://www.cesl.arizona.edu/refund-policy). Sponsored students may withdraw only with permission of the sponsor.

**D2L Access:** Any CESL student who stops attending class during a session will lose privileges to access D2L and may be removed from all classes in the D2L environment at the discretion of the program coordinator.

**Attendance:** CESL expects students to attend class regularly and to complete all assignments on time. Attendance, study, and constant practice are the means to successful language learning. Students of any immigration status (including permanent residents and U.S. citizens) must adhere to CESL attendance policies. If after being warned, a student, regardless of citizenship, exceeds the program’s absence limit, CESL will dismiss the student. If the student is in F-1, F-3 or J-1 (in student category) status with CESL, CESL will terminate the I-20 or DS-2019. If you are in F-1, F-3 or J-1 status and your record has been terminated, you will be required to depart the United States immediately. Students in F-1 status may be admitted to an institution that will accept students in terminated status so that you can pursue reinstatement of your immigration status.
Immigration

Student Immigration Responsibilities

Continuing Students are on-going students whose I-20/DS-2019 is current and do not need to be extended. We must register you in SEVIS at the beginning of each new session. Continuing students do not need to attend orientation.

Extending Students All students in F-1 or J-1 status must have a current I-20/DS-2019. You must decide what you want to do before your current I-20/DS-2019 expires.

1. You may continue studying at CESL
2. You may transfer to another school, such as the University of Arizona or other university
3. You must go home within the 60 day grace period after your I-20/DS-2019 expires.

If you apply for the CESL I-20 and use it to enter the United States, you must attend at least one session at CESL. There is a $500 transfer fee if you wish to attend another school without enrolling at CESL.

If you do not reapply before your current I-20/DS-2019 expires, we cannot extend it. You will be required to reapply to CESL. You will then need to depart the U.S. and re-enter on your new I-20 to reactivate your F-1 status. We cannot assist you with this process.

Transfers When you finish studying at CESL and you want to attend another school or language center, you must get an I-20 from the new school.

1. Apply to the new school and get a letter of admission. The new school must be accredited.
2. Bring the new school’s admission letter & transfer form to CESL admission office.
3. Complete your CESL program.
4. CESL will complete the transfer form and transfer you in SEVIS after the CESL session ends.
5. When CESL completes the transfer in SEVIS, the new school will be able to issue you an I-20.

Returning Students If you leave CESL and return, we must issue you a new I-20. You must use the new student application and pay the full $105.00 application fee. You will also repay the SEVIS (I-901) fee on the new I-20 record.

Campus Employment F-1 Students whose classes are all level 5, 6 and 7 may be permitted to work on campus for no more than 20 hours per week as long as the work does not interfere with their study and the student is maintaining a GPA above 2.0. The student must secure their own employment and bring a letter of employment to the Admissions & Student Services Manager to obtain a letter to request a Social Security Number.
Immigration Information for F-1 or J-1 Visa Holders

This information and the links to the U.S. government web sites are on the CESL immigration page http://www.cesl.arizona.edu/student-services and in the Student Handbook. There is also additional information available at http://studyinthestates.dhs.gov/students.

In order to maintain your immigration status you must do the following:

1. **U.S. Local Address:** You must report your new local address to immigration within 10 days of moving. If you move during the session please remember you are required by law to update your address in CESL 101.

2. **Academic Standing:** You must attend class regularly and continue to make progress even if you have to repeat a level or class here and there. If you are absent from class too many times, you will receive a warning letter/email. If you continue to be absent, you will be dismissed from CESL and your I-20/DS-2019 will be terminated. If your I-20 is terminated you must depart the U.S. immediately. You will no longer be eligible for your grace period.
   
   If you cannot continue to attend class for any reason, you must withdraw from CESL and leave the USA. Complete the withdrawal form on the CESL web page and bring it to CESL 101. Your SEVIS record will be terminated and you must leave the U.S. within two weeks.

3. **You must do something about your I-20/DS-2019 BEFORE it ends; you have 3 choices.**
   
   a. **Continue to study at CESL and extend your CESL I-20/DS-2019.** You must reapply to CESL before the end of your current I-20/DS-2019, and your new, extended I-20/DS-2019 will be ready on the last day of the session. We **cannot** extend your I-20/DS-2019 for CESL after the end date.
   
   b. **Transfer to another school.** Submit your admission letter and signed transfer form from the new school before the end of current classes. We will transfer you record 2 business days after classes have ended. Your immigration record cannot be released before the end of classes, but you should request it in advance.
   
   c. **Leave the U.S.** If you complete the regular session, you have a 60 day (F-1) or 30 day (J-1) grace period to depart the U.S. However, if you withdraw, are dismissed, are terminated or plan to leave before the end of the session, you must leave the U.S. immediately.

To maintain status and to extend your I-20/DS-2019, you must be enrolled continuously in our 8-week programs. The only “vacation” times for CESL I-20s/DS-2019S are May and December.

You must always keep your documents in order.
1. Your I-20/DS-2019 and passport must always be current.
2. CESL cannot advise you as to whether or not you need a visa to another country. It is your responsibility to verify this information.
3. You are ALWAYS responsible for your own immigration status. You must be aware of when your I-20/DS-2019 ends and plan accordingly.
4. Travel Internationally: To return to the U.S. you must have a valid passport, a valid visa AND your I-20/DS-2019 must be signed for travel by the CESL admissions office. ALWAYS bring your I-20/DS-2019 to the Admissions Office for approval several days before you leave for your trip.
CESL Social Media Policies and Best Practices

The following information is intended to supplement the official UA Social Media Guidelines available on the UA Human Resources website: http://www.hr.arizona.edu/social_media_guidelines. CESL abides by those guidelines and adds the following, creating its official policies and best practices:

1. Policies for students:

a) Joining CESL Social media channels is voluntary.
b) Respect the privacy of others.
c) Respect the cultural differences of others.
d) Use appropriate language.
e) CESL reserves the right to restrict access and affiliation to its channels.
f) Always ask if you are not sure whether or not something is permitted.
g) It is the student’s responsibility to request that something be removed, in writing and these requests must be respected.
h) The promotion of CESL events, activities, and programs incorporates social media in addition to other official means. For official, concrete, and up to date information, students need to visit the CESL website: www.cesl.arizona.edu

2. Policies for CESL staff and faculty:

a) Respect the privacy of others.
b) Use common sense when posting or using social media.
c) Use appropriate language and tone.
d) Always engage with students in a friendly and respectful manner.
e) Social media is for casual and friendly communications, not as an official means of communication with students.
f) Only CESL social media administrators can “follow” or request “friendships” with other social media users.
g) The official and current social media channels are:

3. Best practices and suggestions for use:

a) Respond and interact with users whenever possible
b) Use social media channels for social interaction
c) Determine your voice and tone before posting/sharing something
d) If possible provide links to important news posted in the website instead of announcing the news in social media channels
e) Keep communications short and use links to other sites if necessary
f) Create brand awareness by using official/approved UA/CESL logos
g) Share tactfully to avoid oversharing
h) Be as transparent as possible
i) Be proactive instead of reactive
j) Respond to negative and positive feedback
k) Keep internal communications confidential

4. Official CESL social media channels:

http://www.youtube.com/user/uacesl http://www.pinterest.com/uacesl/
http://instagram.com/uacesl

TEFL Accounts:
https://www.facebook.com/ceslteachertraining
http://www.youtube.com/user/uacesltt
https://twitter.com/CESLUATEFL
Emergency and Crisis

Emergency information is listed on your CESL ID card. Dial 911 in an emergency. Use the blue light alert boxes on campus.

Campus Health Service 520-621-6493
Campus Counseling 520-621-3334
UAPD 520-621-HELP
Dean of Students 520-621-7060

Students should

Register for UA text messaging http://alerts.arizona.edu/
Watch the local news
Check the UA and CESL web pages for more information
Call home so their family does not worry
Register with home country embassy or consulate in advance

Where can you get more information?

UA emergency information http://www.uapd.arizona.edu/
UAPD http://www.uapd.arizona.edu/
UA Dean of Students http://dos.web.arizona.edu
Tucson Police Department http://tpdinternet.tucsonaz.gov
KVOA http://www.kvoa.com
KGUN http://www.kgun9.com
KOLD http://www.kold.com
Complains & Grievance Procedure

If you are really unhappy about something at CESL and you are not able to talk to us about it, or you have talked to us and you are not happy with the solutions offered, you may follow a formal grievance procedure.

If you believe that you have been treated unfairly in any area, or are dissatisfied with something at CESL, you should first discuss the problem with the person most directly involved: teacher, student worker, support staff, or administrator. Talking directly with the person involved is the quickest way to a solution. We will listen to your problems and/or complaints, and we will make every attempt to resolve the issue in a satisfactory way.

CESL teachers are always open to suggestions. Please ask your teacher if you need help, if you have a question or concern about the class, or if you want suggestions about the best way to learn English. It is best to speak with the teacher outside of class during office hours. Each teacher’s office hours are posted near their desks and should be printed on the class syllabus.

If talking to the teacher cannot solve the problem (or if you really do not want to talk to the teacher yourself), you should then discuss the problem with the Associate Director. If the problem still remains unsolved, the Associate Director will help you with other grievance options.

In summary, if you have a complaint or a problem, follow these steps:

1. Discuss the problem with the person most directly involved: teacher, student worker, staff or administrator.
2. If this is not possible, discuss the problem with the Associate Director.
3. Finally, if the problem continues, the Associate Director will tell you what other options are open to you.

Written Grievances If you would like to make a written grievance, please complete the formal grievance form and give it to one of the administrators listed on the form. All written grievances will be forwarded to the Director with documentation of any action taken. The Director will keep a file of grievances and their resolutions.

Privacy Statement: All grievance information is shared only with those people concerned and kept on file available to the CESL Director and Associate Director.

Petition for Readmission Students who are dismissed for academic or attendance reasons are eligible to petition the Director of CESL to reapply at least 6 months from the date of dismissal. The student must write a letter to the Director which includes the following information: demonstration of academic success during the period of absence (include name of school, grades and attendance) and a description of the student’s plan for improvement at CESL in the future. The Director will then review the petition for admissibility. The formal request must be submitted to cesl@email.arizona.edu.
Formal Student Grievance Form

Students who wish to file a formal grievance or appeal a dismissal decision should do so in writing by using the following form or by emailing a written description of the formal complaint to the AD of Admissions, Immigration & Student Services or AD of Student Success. A formal grievance is one that a student puts in writing and follows a formal procedure for resolution.

Student Name: ________________________ CESL ID: ______________________ Date: __________

Email: __________________________________________________________

___ I am appealing a dismissal notice I have received for attendance (please explain how the record was inaccurate on the back of this form)
___ I am filing a complaint about an official CESL decision (please fill out information below).
___ This grievance is about a teacher or class (please fill out information below). Please list teacher name or level/section. ____________________

A. Briefly describe the facts of this formal complaint.

B. Briefly describe what actions you recommend for successful resolution of this formal grievance.

For Administrative Use Only—below this line

This formal complaint form was received By: ____________________________ Date: ____________________

Instructions: Complete and file this form with the AD of Admissions, Immigration & Student Services or the AD of Student Success. A student can only submit a grievance on their own behalf. The form must then be submitted directly to the Assistant Director of Admissions, Immigration and Student Services for follow-up.
## Benefits of CESL Programs

<table>
<thead>
<tr>
<th>Feature</th>
<th>IEP</th>
<th>Evening</th>
<th>Nogales</th>
<th>Online</th>
<th>Teacher Training</th>
<th>Tutoring</th>
<th>Customized/ Specialized</th>
<th>IUAP</th>
<th>Teen</th>
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<td><strong>OVERVIEW</strong></td>
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<td>Non-degree credit for advanced students by special permission</td>
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<td><strong>TECHNICAL SERVICES &amp; FACILITIES</strong></td>
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